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JUNIOR COLLEGE JOURNAL

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The Challenge of Uncertainty

[EDITORIAL]

SEVERAL years ago a prominent writer predicted disaster for higher education. Had he made a thorough job of his pessimism, he would have predicted the end of our civilization, for the welfare of the nation rises or falls with the colleges. The American way of life is based upon opportunity for the individual, and in these days education is essential to opportunity. In a complicated and technical world, knowledge and vision are essential to the maintenance and expansion of our social organization, and training is needed to earn a living. In a very real sense, the war demonstrates that earning a living becomes increasingly difficult unless a people have some knowledge of the society in which they live. It will be rather futile to possess specialized training if the society that necessitates specialization has broken down.

Although war and technology alter our economic system, they need not destroy it. Its soundest principles can be retained so long as men retain their belief in these principles and are determined to preserve them. While men retain these convictions, it is not likely that their society will crumble. After all, the basis of our civilization is not in the machine or in our institutions, but in the minds of men. Men have

created our present civilization, and should it be destroyed they can rebuild it. By the same forces of mind and spirit that are needed to build, they can prevent decay. Thus it seems best to accept the warnings of our pessimists as challenges rather than as predictions. If thousands of Americans can do this, they can frustrate the paralyzing influences of pessimism and despair.

It goes without saying that we face uncertain times. Men have always faced uncertainties. In periods of uncertainty we choose between the future that we want and the future that we dread. Thousands of men are making this choice today, and the future is being formed not by mechanical forces, but by the intelligence and aspirations of men.

Uncertainty creates fear in some men and causes them to dread the future. In my scrapbook there is a clipping that portrays the doubts and fears of men throughout the past century. Wilberforce wrote in 1801, "I dare not marry, the future is so unsettled." And five years later Pitt declared, "There is scarcely anything about us but ruin and despair." Again in 1852, Wellington wrote, "I thank God I shall be spared from seeing the consummation of the ruin that is gath-

ering about us." Nearly a century has passed and the ruin that he envisaged is still not with us even though we live in the midst of the world's most tragic war. It is not ruin, however, for men are reviving their belief in ideals and with this revival, lost hopes are reawakened and a better world envisioned. Thus in the midst of tragedy, the seeds of a finer future may find footing. In adversity man regains the faith that he lost in his years of ease and prosperity. Harsh times bring forth the best, as well as the worst, that is in men, and thus in the midst of our darkest days are born the beginnings of a better tomorrow. Slowly, men have regained lost values and lost hopes, and as they regained these, a "will to create a better future" has formed.

It is this "will" that will avert the disasters that have been predicted, and it is this "will" that will keep alive ideals and extend human welfare. If we envision any future at all for our civilization, can we lose sight of our colleges? A world that must replace hatred with understanding must do so by nurturing intelligence and goodwill. Nations that are drawn together by ocean, earth, and sky must learn to know each other. A people who live by machines must know much of technology. If they are to prevent their destruction by machines, they must learn to work with one another.

In the years ahead the colleges will face a greater challenge than has ever before been theirs. They must find their part in a world that is changing and must somehow give direction to this change. They can pass knowledge from generation to generation, but they must also give meaning to that knowledge. They may extend man's con-

trol of his environment but they must extend likewise man's control of himself. Colleges must prepare men to earn a living, but they must also enable them to perpetuate that civilization in which they live. To do this they must place themselves in the currents of life; they cannot remain apart from the trends and issues of the times. They must bring new opportunities to the people, and as they do this they will serve and prosper. There will be no dim-out for those colleges that find their place in the world that is emerging.

In the century ahead, opposing economic and political ideals will be on trial. Naziism and Fascism may be crushed for the moment, but their threat will be present so long as men are willing to attain power and wealth by suppressing and exploiting people. There will still exist two ways of life that have one common goal—democracy and communism. Even though these two systems differ as to method and form they are both concerned with improvement of the lot of man. In the years ahead one system may absorb the other or one may prove itself more effective in providing that reasonable mixture of freedom and security that makes for happiness, justice, and progress. At any rate, the future lies with that nation or system that best develops its people. For three centuries America has offered opportunity and hope beyond that of other nations. Its natural riches and its democratic spirit have released millions from suppression and given new opportunity to their children. It has—at least in part—given reality to the aspirations and longings of men. Somehow it has blended individual freedom with cooperative action. It has advanced

the interests of the individual without sacrificing the interests of the group. If it can perfect the blending of these interests, the future of democracy is assured; if it fails, the future will be doubtful.

As we face this challenge, the schools and colleges of the nation gain new significance. They have united a people and preserved their differences. They have opened new opportunities to refugees from countries offering no opportunities. They have perpetuated the greatest of political and social ideals in the hearts of our people. The influences of colleges in the future will be of even greater importance, for upon the success of their work may depend the extension and perpetuation of our democratic system. Junior colleges have been established to render services that in the future must be extended. Uncertainties that confront us are both a challenge and a hope to these two-year colleges that have brought new opportunities to thousands of Americans.

EUGENE S. FARLEY

DEATH OF DR. BUENGER

Dr. Theodore Buenger, founder and first president of Concordia College, Minnesota, died September 9 at the age of 83 years. In 1893, when the Missouri Synod of the Lutheran Church decided to establish Concordia College, Dr. Buenger was appointed president. After serving for 34 years he resigned as President in 1927, but remained as instructor of Latin and humanities. Last June he resigned from the teaching staff, having served the institution for its entire 50 years.

Dr. Buenger was one of the pioneer group of 34 educators that met at St. Louis in 1920 in the conference which

resulted in the organization of the American Association of Junior Colleges. He was one of the eight survivors of that meeting who attended the twentieth anniversary celebration at Columbia, Missouri, in 1940.

AGE AND ATTENDANCE

Eighteen or nineteen is the age of the typical junior college student. The U. S. Bureau of the Census has recently made public statistics on young people of different ages in school in 1940. It reports that 29 per cent of the young people 18 and 19 years of age were in school. For the five years from 20 to 24, however, only 18 per cent were in school. On the other hand 69 per cent of the 16 and 17 year old young people were in school. Evidently there is a marked drop from high school to junior college or lower division standing, and another marked drop to senior college or upper division standing. For the 18 and 19 year group 31 per cent of the young men are in school as compared with 27 per cent of the young women.

CHILD CARE CENTER

An innovation this year on the campus of Grant Union Junior College, California, is the McClellan Field Child Care Center. The Center—a project criticized as an impossibility a few months ago—is now operating 24 hours a day, and will go on the year round. Because attendance has climbed to where it averages over 100 daily, it has been possible to reduce fees to only 50 cents per child per shift (ten hours). Thus the Center is enabling more and more war workers to take their places on the production front, knowing they have a place to leave their children 2 to 16 years old under excellent supervision.

"The People's College" At San Mateo

CHARLES S. MORRIS

ADULT education at San Mateo Junior College is an expression of the basic philosophy of this school and is particularly significant in that it demonstrates that adults, no less than the youth of a community, need and utilize educational facilities when they are made available to them in convenient and usable form. San Mateo Junior College is dedicated to the thought that the preservation of democracy depends largely upon the services rendered by locally controlled educational institutions and that these services are due both the youth and adults of the community. It is believed to be the business of the junior college to make available to all residents of post high school age the opportunity to acquire a wider realization of essential values and a more complete understanding of and participation in democratic society.

Acceptance and promotion of this basic philosophy has transformed the college from a typical upper secondary

school concerned only with preparing youth to enter into the various technical occupations of the community or to go on for still further preparation in various higher collegiate and professional schools, to a people's college concerned with drawing to it all who desire help in realizing more completely their potentialities, regardless of what previous advantages they may or may not have utilized.

First Steps

At first, lecture courses in the various fields of the liberal arts and discussions of national and international problems were instituted. Though these programs were well attended, they had neither the diversity nor the personal participation which the public, on the one hand, and the college on the other, felt were necessary in order to develop a vital and functional program.

Then inviting adults to enroll in any of the regular classes was tried, and they were permitted to enroll for any desired number of units and in any subject in which it seemed likely that they could profit by the instruction. The majority of adults felt a certain reluctance in working in classes with boys and girls in their upper teens, though many did, and still do, avail themselves of this opportunity. In fact, so many came to college classes when the local high schools discontinued their customary night school classes that the junior college established a regular night school for two nights each week, and later expanded it to four nights. It was then decided to pool all adult education classes under the general supervision of the junior college. This was

CHARLES S. MORRIS was brought up in rural California where there were no nearby schools. After two years in Throop Polytechnic Institute (now California Institute of Technology), preceded by tutoring by his mother, he entered Stanford University because his mother believed people to be more important than things and President David Starr Jordan was there. Dr. Jordan was advocating a "junior college" and Mr. Morris was a member of his student advisory council for two years and participated with him in discussions about this new type of school. At the last conference he vowed he would establish such a school. Some 12 or 13 years later he did establish at Modesto the first district junior college in California. He began immediately, as an individual, to work for junior college legislation in the State legislature, and for the past 20 years or so has been the chairman of the legislative committee of the California Junior College Federation.

desirable from a financial point of view since the state subventions for junior college classes are almost a half greater than for high school classes if there is a large attendance.

The People's College Develops

James R. Tormey of the junior college faculty became the full-time Director of the Adult Center, the name given to this division of the junior college program. Thus the junior college became a People's College with two divisions: (1) The General College, which includes all classes designed primarily for the typical lower division college and university preparatory courses, as well as the terminal general education and vocational courses for youth; and (2) the Adult Center, designed primarily for adults. Announcement of the new organization was made in the public press and in the "Night Letter" which for a year had been sent once a week to all night school registrants and was available at all public library desks of the area. Individuals and organizations were urged to make known what courses they desired and the college pledged itself to maintain classes in any subject of educational value in which there was a sufficient and sustained interest.

This resulted in immediate expansion of the typical night school classes, such as English, languages, citizenship for aliens, history, mathematics, philosophy, psychology, economics, handcrafts, art, music, secretarial training, bookkeeping, etc., which had been offered. Individuals requested courses in consumer buying, courses for expectant mothers, book reviews, home making, news writing, short story writing, and other subjects. The County Superintendent of Schools proposed that courses for convalescents at the Community Hospital be offered. This service has grown from but a few

hours per week into a program requiring the full time of a teacher-specialist in this type of work.

Organization of "self-propelling" adult units was encouraged, and existing groups were urged not only to develop and sponsor special classes, but to take a major part in actual direction of curricular activities. The parent-teacher associations asked for courses in child care, growth and development of children, adolescence, child psychology, etc. Police and firemen's associations of the area requested in-service training. Labor unions wished classes in the book and theory parts of their apprenticeship courses in plumbing, carpentry, electrical wiring and gas and electric welding. The American Boy Scout Council wanted leadership training courses. The Peninsula Forum solicited aid in carrying on its program. The Toastmasters Club asked that the activities of their organization have the leadership of a qualified public speaking instructor. Different recreational groups joined in the flood of requests for help. The Peninsula Little Theatre affiliated itself with the college, as did various choral and other organizations. Even before the war San Mateo was conducting classes for a unit of the U. S. Coast Guard.

No longer was it possible to limit classes to the junior college facilities or to utilize teachers solely from the high school or junior college faculties. Classes were scheduled in forty schools, churches, and places of business throughout the County. Properly qualified men and women were found to conduct the requested courses. If they did not hold certification for teaching, they were assisted in obtaining such certification as was required by the State Department of Education. The State Department was always found to be most cooperative.

War Expands the Offerings

In April of 1941, when national and international affairs were becoming more tense, \$10,000 was set aside in the annual budget for the coming fiscal year to meet any educational demands or emergencies which might arise. Then came Pearl harbor. The Adult Center offered its services and accepted the responsibility for all sorts of emergency activities sponsored by the American Red Cross and civilian defense agencies. Classes were established in nutrition, home nursing, first aid, training for air raid wardens, auxiliary police, fire prevention and control, gas defense methods, blackout driving, ambulance driving, map reading, and camp cooking. Officers in nearby camps asked for rush courses in shorthand, typing, bookkeeping, welding, and map reading, and requested series of lectures on timely topics.

Courses in vocational skills of a wide variety, open to men and women, were accelerated. Automotive maintenance courses, sheet metal work, machine shop practice, radio maintenance and repair, radio code, welding, shipbuilding, and other such courses, many conducted under the California Plan for Industrial Education in cooperation with the Federal Government, were instituted. Among these classes was an extensive program in pre-radar instruction for the U. S. Army Signal Corps. During the peak of this program 180 men were scheduled in eight-hour shifts which kept the radio laboratories open twenty-four hours a day. It is interesting to note that women were prepared for machine shop work long before they were accepted by industry and that it was at first difficult to place women trainees.

The most recent demand to come from the public was for aid in the local food production and conservation

program. The Adult Center has acquired several conveniently located tracts of land, cultivated them, provided water for irrigation, marked them off in 20- by 40-foot plots, and allotted the plots to citizens who have contracted with the college to plant vegetable gardens. Many hundreds of local families are thus growing their own vegetables under the expert supervision of professional vegetable gardeners. This program has been expanded to include canning and dehydrating surplus foods. Pressure cookers and dehydrators have been procured, school foods laboratories drafted, and duly certificated supervisors put on the job to help and direct those who wish to preserve their produce. The U. S. Department of Agriculture War Board has been giving us every assistance in the program.

Present Size of the Program

And so the program has grown from one serving a few adults sprinkled in with full-time students in regular junior college classes in a single building, to one embracing a throng of over 5000 in some forty different buildings and locations. These people are learning to live fuller, more useful lives through participation in vital activities, selected in large part by themselves, but planned and conducted by the technically qualified experts provided through the Adult Center. The program now operates in a commuter area about 25 miles long and four miles wide (within 18 miles of the heart of San Francisco), having a total population of about 100,000 scattered through a dozen towns varying in population from 1,000 to 20,000, and surrounded by three other junior colleges and nine four-year colleges and universities, including Stanford University and the University of California at Berkeley, all within a radius of thirty miles.

Space does not permit detailing the procedures and successes of individual courses. Suffice it to say that The Peninsula Forum has long been recognized as one of the outstanding opportunities for free and open discussion of controversial issues in the county; The Peninsula Little Theatre and The Hillbarn Summer Theatre, which operate throughout the year, have been two of the few Little Theatre groups to continue to thrive during the war period and have received national recognition; the Signal Corps course in pre-radar was acclaimed by the Army officials as outstanding; the Department of Agriculture has stated that the college is pioneering the way in home food production and preservation.

Guiding Principles

The following principles and policies which have been established and followed throughout the program are fundamental and have had much to do with its success:

1. To offer anything and everything of educational value for which there is a sufficient and sustained demand—classes averaging from 18 to 20 but ranging from 10 to 75 or more.
2. To charge a nominal fee upon enrollment to aid in meeting overhead charges and to serve as an incentive for continued attendance upon classes once entered. This fee was set at \$2 for any one class and a registration card was issued which entitled the holder to enroll in any other classes conducted by the Adult Center during the year. The fee is not collected from those who are taking courses which aid them in public service, such as in-service training courses for teachers, firemen, policemen, etc., or war-skill classes.
3. To encourage local organizations and groups to request special classes and training courses of their choice and to stimulate them in motivating these courses once they are established.
4. To discontinue any class immediately when the interest in the class is not maintained as shown by decrease in attendance to the point where the course is not self-supporting, except in cases of more advanced branches of a given field, such as higher mathematics, advanced skills courses, etc., and in the case of

those courses concerned with civic or social need, such as Americanization, lip-reading, etc.

5. To employ only the best instructors and lecturers, even though it means going outside the school system and usual educator sources.

6. To classify the educational services in terms of the types of instruction required in order to set wage scales that are equitable. At San Mateo a committee of teachers classified our services and set the wage scale from \$2 to \$3 per hour and established the principle that to these sums would be added the lowest common carrier rate for anyone who would have to come from a distance to carry on the class.

7. To permit no full-time instructor in the regular college to serve more than one two-hour period in any one week (except in extreme emergency) as a means of maintaining the effectiveness of the teaching both in the General College and in the Adult Center.

8. To award no credit for Adult Center classes except upon petition of the registrant, in which case credit is granted only upon satisfactory completion of special assignments and examinations which indicate that the standards in attainment of regular credit courses have been maintained.

9. To offer no courses which encroach upon existing classes conducted by other schools of the vicinity and which serve the same purpose, and to institute no classes within the geographic limits of other school districts without their wholehearted approval and support.

10. To require that all classes meet the high standards of the California State Department of Education by employing only state certified personnel. Through the cooperation of the State Department temporary and specific credentials are obtained for qualified individuals whenever it is evident that their services are necessary for the successful conduct of the Adult Center program.

11. To allocate back into the Adult Center program all funds accruing to the College by reason of the adult program to the end that the services to adults be enriched and enhanced. In too many systems the night school program is used to increase the funds available for general school purposes.

12. To publicize all activities as the activities of the college as a whole. To this end the college catalog embraces the curricula, rules and regulations, and faculty biographies for both the General College and the Adult Center. The "Night Letter" is now combined with "The San Matean", weekly publication of the Student Association of the General College. This publication is distributed free of charge to all registrants for classes conducted by the college and to a large mailing list of interested citizens.

Some Unsolved Problems

Among the basic problems yet to be solved are those that arise out of the inequality in payment of instructors in the General College program as compared with those in the Adult Center, and those that arise out of the teacher tenure laws of the state. So long as the wages received for Adult Center service are paid to regular teachers as extra payment for overtime services, the problem of wages will not become acute, but as the Adult Center program expands it will be necessary to include in the costs of adult education not only more adequate instructional compensation but a proper allocation of the capital and maintenance costs of the buildings and equipment which are used. Unless this is done question will arise as to the difference in the cost of conducting the adult program and the youth program, with the possibility that the public will demand a reduction in the costs of the latter. As it is now, the General College owns and maintains the automobile in which the Adult Center rides by paying only for the gas and oil.

The Adult Center must have a flexibility much greater than the General College. As such the faculty must not be indiscriminately crystallized through operation of teacher tenure laws. On the other hand, adult education itself is a field of teaching service which should draw to it men and women of high professional interest and quality and this cannot be done without adequate compensation and reasonable security. Full-time instructors in the General College can and do fit themselves for superior Adult Center teaching and accept teaching assignments in both the General College and the Adult Center. To the extent to which this becomes general will the two problems

of adequate compensation and security be solved, and a definite advance toward the solution of the disproportionate costs of the two programs be made.

A Look at the Future

What, now, of the future? San Mateo looks forward to a tremendous increase in responsibility and opportunity when the war comes to an end. Millions of men and women will have to change their present modes of living and of earning their livelihood. In addition to the normal influx of youth, now much curtailed, there will be those returning from the armed forces and from industry who will want to take up their schooling where it left off or seek new modes of life. For many of the boys in the armed forces who return as adults this will mean their first experience in living free, unregimented lives. For those who were prematurely introduced to industry and financial independence it will be equally hard to make adjustments. The universities and colleges, for which only a very small percentage are qualified, cannot often adequately serve these returning, dislocated people. The high schools cannot preserve their services for youth and properly take care of these sophisticated young adults. The existing junior colleges, expanded into people's colleges as San Mateo has expanded, will be particularly well fitted for this great responsibility.

Rather than establish new types of institutions under new educational jurisdiction, the State and Federal governments should channel adequate financial resources into the hands of those institutions which are now carrying on the types of educational services which will be most needed by America at peace. The American People's College as a development of the American Junior College can be the answer. San Mateo believes it will be.

Psychology—In the War and After (IV)

The Association's Committee on Psychology in Junior Colleges, under the chairmanship of Miss Louise Omwake, has asked a score of national leaders in the psychological field—most of them now in important government service—to (1) suggest desirable wartime modifications in the general psychology course in junior colleges, and (2) describe the important contributions of psychology in their fields to the war effort and postwar reconstruction. The suggestions of these specialists regarding the general psychology course were printed in the September *Journal*. In each of the remaining issues for the year are appearing two or three of the detailed reports of these men on significant psychological contributions toward victory and effective peace. Two are printed in this issue.

The A. B. C.'s of Scapegoating

GORDON W. ALLPORT

THE GREATEST threat to democracy in America—and therefore, the greatest threat to a lasting democratic peace—is the relative ease with which our own American prejudices may break over into scapegoating.

One public opinion poll showed that 85 per cent of the population accused one or more of the following groups of profiting selfishly from the war: Farmers, Negroes, Jews, foreign-born, Protestants, Catholics, businessmen, wealthy people. In place of a sense of national unity, there exists widespread corrosive suspicion. . . .

Scapegoating may be defined as: A phenomenon wherein some of the aggressive energies of a person or group are focused upon another individual, group, or object; the amount of aggression and blame being either partially or wholly unwarranted.

Psychologically, we must recognize that scapegoating grows out of normal attitudes, normal biases and ordinary prejudices, which, under the severe im-

pact of frustration and hardship, and misinterpreted through primitive reasoning, lead to the excesses which are so disastrous. . . .

Scapegoating is the full-fledged persecution of those against whom we are prejudiced and against whom we discriminate. They usually cannot fight back, for we see to it that we vent our anger only on minority groups which are weaker than ourselves. . . .

Motives in Scapegoating

A. Thwarting and deprivation. In times of war our deprivations are multiplied many times: Our loved ones are away, there is less food, there are increased taxes, there are limits placed on our pleasurable activities and on our leisure. There is no *direct* action we may take to do away with these deprivations, therefore we respond to our frustrations by scapegoating many groups: the Government, the Negroes, the Jews, Labor. . . .

B. Guilt. Guilt feelings arise from the omission or commission of certain deeds. Such feelings may be relieved by blaming others for one's own sins. . . . Today many rumors accusing high government officials of side-stepping the rationing program arise from guilt feel-

DR. GORDON W. ALLPORT's wartime job is the chairmanship of the Committee on War Service and Research of the Society for the Psychological Study of Social Issues. Another article by Dr. Allport in this series appeared in the October *Journal*.

ings about our own petty chiseling and hoarding.

C. Fear and anxiety. Fear is an actual feeling of danger and dread. It may be reduced or dispelled by a preventive attack on what is considered to be the threat. Often in times of fear we do not distinguish between real and pseudo-threats. Our fear of spies and saboteurs leads us to be unduly suspicious of all foreigners and of innocent minority groups. Anxiety is anticipation of danger. Like fear it represents feelings of insecurity. This anxiety often takes the form of "war jitters." It can be alleviated by rationalizations which take the form of scapegoating. . . .

D. Self-enhancement. Feelings of inferiority may lead to scapegoating, in order that the individual may convince himself of his own value and strength. . . . The individual who feels insecure may obtain comfort by allying himself with a distinctive ("better" and "different") group, to which he is eligible for membership. The assertion of this distinctiveness may lead to scapegoating; the individual must prove he is "better." . . . Very important as a social motive in scapegoating is the demagogue's desire for power. Scapegoating is a useful tool in his attempt to gain power, for it helps to eliminate opponents at the same time as achieving unity among supporters.

E. Conformity. Conformity makes for security. If everyone around us is given to scapegoating, and particularly those we value highly, then only by imitating their actions can we be fully accepted in the group whose approval we desire. Many Germans scapegoat the Jews to establish themselves as acceptable Nazis and thus avoid persecution for themselves. . . .

F. Tabloid thinking. Simplification

of issues is necessary for an understanding of this complex world. It is less trouble to think of the Munitions Makers as responsible for the war, than to figure out its complex economic and cultural causes. . . .

Dangers of Scapegoating in Wartime

A. Morale

1. Scapegoating of certain minority groups fosters within these groups an unwillingness to cooperate in essential phases of the war program.

2. Men on the fighting fronts invariably learn of the scapegoating on the home front. Consequently they are inclined toward an unhealthy skepticism as to the true justification for their own efforts and sacrifices. . . .

3. Scapegoating of the national administration and its officials tends to lessen the confidence of the people in the war capabilities of the administration; this lack of confidence hampers the decisiveness of the latter's action in moments of crisis.

4. Those who scapegoat divert their potentially valuable attentions and energies from the winning of the war to the persecution and suppression of those with whom they should be united. . . .

5. A continuance of scapegoating may eventually lead to open hostilities and civil strife among contending groups and factions.

B. Production

1. Discrimination against minority and racial groups by industrial concerns and unions deprives war industries of indispensable sources of manpower.

2. Scapegoating of capital by labor, and scapegoating of labor by industrialists, may lead to strikes and disputes, thus diminishing, or cutting off entirely, the vital flow of war production. . . .

C. Military

1. Discrimination against members of racial minorities in the armed forces, excluding them from positions for which they are qualified, deprives those forces of their indispensable and sorely needed services.

2. The deprivation of the Negro race in the South of the adequate educational facilities in turn either deprives the armed forces, through illiteracy, of thousands of physically-fit, otherwise qualified fighting men, or by their inclusion lowers the standard of military efficiency.

3. Scapegoating our allies, as in the case of the British or Russians, leads to mutual distrust and ill-feeling. . . .

D. Propaganda and Ideology

Scapegoating of minority groups within the United States provides the clever enemy propagandist with the

means of bolstering the faith of his countrymen in the justness of their cause. The propagandist ridicules the workings of "democracy." . . .

E. Human Life

As well as winning the war, our objective is to win with as little loss of life among our forces as is possible. Scapegoating in all its forms inevitably leads to greater loss of our human resources, prolonging the war by impairing the efficiency of our military machine.

F. Reconstruction

The postwar period of readjustment with its attendant economic stress and duress will require as much national solidarity as does the war itself. Continued scapegoating during the period of reconstruction will weaken disastrously our postwar political and economic structure.

Psychology in Industry

D. H. CAMERON

LOCKHEED Aircraft Corporation recognizes that many problems in industry, especially those pertaining to the worker, require the use of experimental and psychological methods. . . . Research is now being carried out by Lockheed and Vega on the following subjects: Women in industry, industrial fatigue, employee rating, morale and motivation, absenteeism and turnover, labor deterioration, testing and selection, accidents, training and job orientation. The present report deals only with the second of these, industrial fatigue.

Industrial Fatigue

Causes of fatigue. Industrial fatigue is manifested in the diminished output of the worker and is caused by muscular work plus noise and vibration, monotony and repetition, distraction, loss of rhythm, and the lack of interest and motivation. In addition to diminished output, the results of the accumulation of both physiological and psychological fatigue are to be seen in the loss of morale and an increase in tardiness, absenteeism, turnover and accidents.

There are two general types of fatigue: (1) Necessary fatigue, which occurs because of physiological and psychological changes in the employee; and (2) unnecessary fatigue, which is caused by unfavorable working methods

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or conditions. Both of these types of fatigue can be reduced in several ways.

By and large, the airplane manufacturing industry has very few jobs which require intense muscular activity. The work is for the most part light-heavy, monotonous, and repetitious. Fatigue in this type of work is largely psychological. Physical strain is more the result of noise, heat, vibration, smoke, fumes, etc., than of actual physical decrement caused by intensive muscular activity. . . .

There are many factors, other than fatigue, which are related to the frequency of accidents, the severity of accidents and the kind of accidents which occur. A complete program of research would include the relationship of accidents to illumination, sound, vibration, the working areas of the plant, occupational classifications, the parts of the body injured, the age and work experience of the employees, and the proneness of certain employees to have accidents.

Accidents. The results of our survey give no information as to the extent to which accidents are related to fatigue. However, they show that certain accidents do occur at a greater frequency during the night than during the day. These accidents may be related to other factors. Yet they occur at a greater rate when workers, as a group, are tired than when workers, as a group, are rested.

Accidents in some cases reflect the fatigue curve which has been determined by industrial engineers. For example, the mills of New England and certain industrial plants of Illinois show that the greatest accident rate coincides with the hour at which daily output is lowest—the last hour of the shift. The study at Lockheed shows the same results. This situation substantiates the proba-

bility that accidents are related to fatigue.

The best statement of conclusions from the data reported in our survey is that although accidents are related to other factors, they do occur at greatest frequency when the worker is presumably tired or bored. A complete and objective research study is necessary to affect the safety of the worker.

Proposed rest pauses. . . . To be of greatest value, rest pauses must be of correct duration and should occur when the workers need them most. Both factors depend upon the kind of work being performed. If the job is one in which general muscular work is involved, the rest pause is of greatest value if it occurs in the middle of the work period. The peak of work output for most jobs is in the middle of the work period—10 A.M. and 2:30 P.M. Toward the end of the work period, output falls off. Although in some instances the output of the worker may spurt upward at the very end of the shift, this is not the general rule. A rest pause of 15 minutes at the peak of production allows the worker to recuperate physically and to readjust himself psychologically to the work situation. When rested, the worker can maintain a relatively high productive rate to the end of the shift.

In jobs which require constant attention to a limited but specific operation or which require the operator to develop a high routine rhythm, workers should be given frequent rest pauses of short duration—about 5 minutes per hour. The purpose of such a rest pause is to allow the worker relief from monotony which is caused by the repetitiousness of the work. . . .

Feeding and smoking. If the rest pauses are to be made most effective, they should be accompanied by an

opportunity for the worker to relax, smoke, or eat. The chance to relax and smoke allows the worker to recuperate from muscular strain or from the monotony of repetitious tasks. Many habitual smokers develop high nervous tension when they are not allowed to smoke except at the lunch hour.

The value of food intake during work hours has been clearly demonstrated by many studies both here and abroad. Muscle efficiency has been shown to be much higher in cases in which scientifically prepared snacks or capsules are available to the worker.

At the outset of the war, British factories stopped the practice of serving tea to workers during rest periods. However, a decrease in efficiency caused a return to the former practice.

In some factories stimulating non-alcoholic drinks and food or vitamins are served to the workers during rest periods. Westinghouse, for example, has had good results from giving vitamins to reduce strain and fatigue. It was found by Buick Aviation Engine Company and the Chicago Bridge and Iron Company that better employee health and attitude resulted from the installation of better cafeteria facilities. It is considered highly important that workers on the night shift be given some kind of hot stimulating drink.

VOCATIONAL EDUCATION

Appointment of a Consulting Committee on Vocational Technical Training to gather and distribute information on training for specific technical occupations has been announced by John W. Studebaker, U. S. Commissioner of Education. Headed by J. C. Wright, assistant commissioner for vocational education, the committee includes representatives of industry, labor, business, and

several fields of education to which may fall the responsibility for developing and carrying out technical-training programs. Junior college education is represented by E. F. Riley, president of North Dakota State School of Science; A. C. Harper, of Wyomissing Polytechnic Institute, Pennsylvania; and Howard Campion, assistant superintendent in charge of vocational education, Los Angeles.

SERVICE IN MISSISSIPPI

Through their program of expanded and up-graded vocational training for the rural youth of the state, Mississippi public junior colleges served approximately 9,000 individuals over and above their regular enrollment during the past year, it is revealed by Knox M. Broom, supervisor.

Other evidence of expansion of services through these institutions cited by Mr. Broom includes the 26 shop buildings constructed during the past 12 months; the more than \$300,000 worth of shop equipment added through NYA loans and federal war production courses—with the financial aid and stimulus of \$60,000 in state appropriations and approximately \$20,000 from local budgets; and production and repair of farm equipment which had a money value far in excess of the institution's proportional part of the state appropriation.

To push the program forward to reach an even greater number, the state junior college association, through its president and state supervisor, has filed an application for equipment in connection with the liquidation of the NYA which would give these institutions a well-balanced shop program in these centers for the youth of the rural sections of the state.—Jackson (Mississippi) *Daily News*.

Liberal Arts in Junior Colleges for Women

DALE MITCHELL

TO EVERY institution the necessity for all-out effort in the war has presented a blunt, point-blank question: "In what way are you contributing to the national well-being?" Everywhere revaluations and readjustments to existing conditions are imperative, no less in the school than in the factory.

In a very practical way American colleges have been directly—and drastically—influenced by the war. A large proportion of college students, both men and women, have reached the precise age where they possess the physical and mental qualifications most useful to a nation under arms. Increasingly the colleges feel the depletion in enrollment. It may be said with literal adherence to fact that the colleges are making as great a contribution as could possibly be made: They are contributing their students, the lifeblood without which they cannot survive. Obviously, however, the colleges can take little credit for this particular service to the nation, since the contribution is actually being made not by the college itself but by the individual student who enlists or gets a job in an essential industry. Nonetheless, the constant inroads on enrollment are of primary importance to the whole problem. Perhaps it might

be argued that the fewer students you have to teach, the greater becomes your obligation to teach them the right things. Each student departure emphasizes anew the necessity that the colleges supply the best possible training to those students who remain.

And what should that training be? On all sides the same answer, the inescapable answer, is forthcoming: Training of direct value to the war effort. Hence everywhere emphasis shifts to the sciences, to the laboratories, to the technical studies, to the development of physical skills. No one can question the wisdom of this new trend in American education. This is a war in which individual survival and national victory depend to an altogether unprecedented degree on familiarity with abstruse scientific and technical problems; and the nation quite rightly looks to the colleges to supply the required instruction.

In the junior colleges the same basic situation obtains, but with differences that suggest interesting possibilities. It is not without significance that the normal program of the junior college covers two, and not four, years. Thus, by reason of its very nature it is a compact unit, planned for presentation over a relatively brief period of time and accordingly concentrated. Further, the students in the junior college are young, many of them not yet eighteen years of age, many of them not yet eligible for active duty. They are all college freshmen and sophomores, not juniors and seniors.

Particularly interesting is the role open to the junior college for women. The need for scientific training is perhaps less urgent for women than for

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men; and military service is less imminent, though of course many young women in the junior colleges will eventually take an active part in the war effort. Suitable instruction becomes, therefore, a fairly complex matter. It is plain, for example, that adequate preparation must be afforded young women who wish technical training. Such a foundation the junior college of liberal arts can supply, without too great a distortion of its normal program.

Whether, however, the junior college for women best fulfills its function by concentrating almost exclusively on such immediate needs may well be doubted. It is altogether possible that it has a bigger job to do, a job which owing to a combination of circumstances devolves upon it naturally. The exigencies of the times include two necessities, one obviously urgent, the other equally important, though less obvious and less urgent. The first is suggested by the question: "How can I best help my country—now?" To answer it, and to answer it well, the colleges for men are devoting their full energies. The second necessity may be thus implied: "How can I best help my country—later?" In other words, we have first a war to win. Afterwards we have a peace to make and a future to construct. For the right handling of both these problems the right kind of education is essential.

Always we must bear in mind that the war, a war for the perpetuation of democratic ideals and institutions, presupposes a national readiness to deal with the complex problems of the future in a way consistent with American democracy. A thorough understanding of the democratic tradition and all that it means, a determination that it shall be preserved, a knowledge of how to insure its preservation—these things,

fundamental to national security and happiness after the war, must come from minds trained in human values, from minds educated and enriched. To be victorious in the battle and at the same time to forfeit the fundamental principles that brought about the battle is to achieve a hollow victory. Here educational institutions can render a vital service. When the war ends, we must have a generation familiar with the principles for which we are fighting. The function of studies in the liberal arts is to inculcate these principles.

Thus, the responsibility of the colleges for women, especially of the junior colleges for women, becomes increasingly heavy, if not unique. While our men and many of our women are away in foreign fields in direct contact with the enemy, those who remain behind—and particularly, through force of circumstance, our younger women—must perpetuate the ideals for which the republic stands. If they fail, there is no secondary line of defense. Theirs is the responsibility of reeducating a world in which force has met force and in which weariness or indifference to needs of humanity must have no place.

Patiently, over long centuries, mankind has built up a humanistic tradition, a tradition embodied in the liberal arts, a tradition which is the very basis of what is good in our civilization. For better or for worse, its guardianship has been placed for the duration of the war in the hands of educational institutions for women. We have work to do, and it is work worth doing.

PHI THETA KAPPA

Delta Rho chapter of Phi Theta Kappa, national junior college honor society, has been established at La Junta Junior College, Colorado.

Teaching Geography in Junior Colleges

WILLIAM H. CONNOR

GEOGRAPHY has taken on added meaning as a school subject as the need for understanding the relations of man to the earth has increased. These relationships and needs have been taken largely as a matter of course by the urban city dweller. It has been thought by some that a few elementary concepts, partially learned, along with a few everyday observable facts, was sufficient. The weather man is in the public eye, but what person hasn't at one time or another thought that he could do better than the weather man in predicting the conditions in his locality? This is one of many examples of our lack of geographic knowledge.

It is apparent that most students leaving high school do not come to college prepared in the general background of geography. They have probably had a course in geography in the seventh or eighth grade but for the most part very little since. What little they have had was usually a part of a history course, an economics course, or possibly was learned through the study of current events. At best they have a slight knowledge of place geography, some idea of the influence of geography in American history, and a few ideas regarding conservation, products and

routes of trade, and how man earns his living. It is necessary to implement the training of students in geography on a level above that of the junior high school.

Geography in War and Peace

An understanding of geography is important in waging the present war. It is fully as important for statesmen to understand the viewpoints of geography around the peace table and for their constituents to understand the viewpoints adopted by those in command when victory in the present war has been won. It will be necessary to understand the influences of climate, water, land forms, soils, and the air and the relation of these physical elements to human affairs if man is to order a peaceful and prosperous world.

In view of the nature of the junior college and the composition of its student body as well as the nature of the curricular program, a course in geography need not, even in wartime, be geared totally to specific wartime needs to the exclusion of all other values. To the uninitiated student ground should be broken, a feeling favorable to the understanding and appreciation of geographic concepts should be built up, and a sound basis for further wartime courses that fill specific requirements of the various branches of the armed forces should be laid.

Present Status of Geography

In order to secure basic information on the present status of geography in junior colleges the writer recently sent a brief questionnaire to a selected group of 54 junior colleges. Replies were

WILLIAM H. CONNOR graduated with an M.A. degree from Teachers College, Columbia University. Until this summer, when he entered the Navy, he was instructor in social studies at Hershey Junior College, Pennsylvania. Mr. Connor has done extensive work in cartography, having produced a great many maps with the technique of masking and then using an air brush. Some of these maps are now in use at the junior college. Dean Breidenstine states that the recommendations for geography instruction contained in Mr. Connor's article are now being put in practice at Hershey.

received from 41, distributed as to size of enrollment as follows: 100-250, 12; 250-500, 17; 500-1000, 6; over 1000, 6. Seventeen of these institutions reported one course in geography, 11 reported two or more courses each, and 13 reported no courses at all. Of the total of 28 institutions reporting such courses, 27 report courses in world geography. Twenty-two of the courses are economic geography, 17 are human geography, two emphasize climate and man, while two are political geography.

It appears from the brief sampling study made that the specific curricula in which a course in geography is most often required are the education curricula, business administration curricula, secretarial science curricula, and commerce curricula. In at least one reported instance it was a requirement for agricultural students. For the most part it would appear that economic geography is more often required for business students while human geography is more often required as background for education students.

The offerings in geography were about evenly divided between those covering one semester and those covering two semesters. One semester courses were slightly greater in number. Most courses were offered for three credits per semester. A number of courses, however, were offered for four credits while two were offered for two credits.

The dean of one junior college, in replying to the questionnaire, wrote as follows:

Courses in geography have been a fundamental part of our college curriculum—several hundred students each semester have been enrolled. With the war demand has increased in spite of a decrease in the college enrollment.

Three Main Purposes

If the needs of the student are to be satisfied it seems apparent that on the

junior college level three main purposes should be kept in mind.

1. The students may be terminal students and as such should share in the broadening viewpoint which geography has to offer through giving them a better and more complete understanding of the earth and man's relation to the earth.

2. The students may desire to go on to a senior college and should have a general geographic background that will enlarge their capacity for further study and help to give them a capacity for inquiry into world affairs. Also, the junior college course should serve as a basis for possible further geographic education on an advanced level.

3. The men students and even in some instances the women students may go into the armed services. A course in geography may well serve to enlarge their understanding of the implications of the present conflict and enable them to make a further contribution to the service of which they are a part.

These purposes are general but nonetheless real. We must not lose sight even in the present period of world strife of the values of a liberal education that enables us to be understanding people.

Suggested Introductory Course

It would appear that a balanced introductory course in the junior college must of necessity include a sound treatment of the facts of climate, soils, water, and air, with some of the human interpretations that can be placed upon them.

The student should study the language of geography and be familiar not only with ideas and interpretations but with the language to be used in expressing the ideas. Thus, the language and symbols of different types of maps—topographic, climatic, land use, ocean and coastal maps—are essential to geographic interpretation.

A study of the many and varied types of natural resources, their location and their uses is important. Thus a study of the coal and iron industries, their location and their uses, gives us numerous ideas concerning the stages of in-

dustrial civilization and the relations of national states.

The use to which land is put in the various areas of the world helps to give an understanding of the economy and political development of various national states and the problems arising from great divergences and varying standards.

One of the most important forces in controlling the lives and habits of men is weather and climate. This phase of study is of extreme importance if we are to understand crops, habits of life, strategic location, and standards of living of the regions of the earth. Regional classification very often proceeds on the basis of climate even though there is, from time to time, considerable leeway in locating the exact borders of climatic zones.

Conservation of resources, trade and trade routes, seaways and airways and their relation to human activities must also be given some study.

Some time each week should be devoted to laboratory work, in order to familiarize the student with many of the materials of geography. This will also enable him, on a small scale, to deal more adequately and understandingly with many problems and curiosities of his daily life.

ESSAY CONTEST WINNERS

Two students of William Woods College, Missouri, have won high honors in the *Atlantic Monthly* Essay Contest. Jacqueline Morrell, '43, received top rating and one of the judges pronounced her essay, entitled "Window Worlds," the best of those submitted by college students throughout the entire country. Two poems, "Devil," and "Justice," written by Valerie Menkes, who is a senior student this year, won the merit or second award.

POSTWAR JUNIOR COLLEGES

The junior colleges are due to be the chief beneficiaries of the increased demand for specialized training in the postwar period, according to Dr. Fred-eric C. Eby of the education department of the University of Texas. He foresees conditions which will make that type of institution much more conspicuous and important in the educational scheme of things.

The junior college was new and untried when the first world war ended. There was a boom in higher education in the postwar period that taxed the facilities of many senior colleges. In some respects it was detrimental to the colleges and to the students. It forced the former to add to their faculties and to enlarge their plants, only to find that many of the students did not complete the courses. Also there were students who found higher schooling unduly costly for what they obtained from it. The development of the junior college tended to correct both of these ills. It took much of the teaching load off the senior institutions and it enabled high school graduates to test their capacities for higher training at less cost.

There is likely to be, when this war ends, a much more realistic view of college education than has heretofore prevailed. The senior colleges will not want the type of student who is not prepared to obtain a degree. The youths whose schooling was interrupted by military service will want additional training, as expeditiously and as economically as possible. The junior college, it is apparent, will fit nicely into the special needs of that period. It is destined to play a much more useful part in higher education when the men in uniform return.—Editorial in the *Wichita Times*, Wichita Falls, Texas.

Speech Education, Your Challenge!

P. MERVILLE LARSON

"SPEECH Department at X Junior College Abolished," "Dramatics Activities at Local Jaycee Curtailed," "Forensics Program Abandoned for the Duration." Headlines such as these, together with similarly disturbing reports from all parts of the country, are causing speech educators to wonder what may happen to the speech program in America's 624 junior colleges. Is it a "war casualty," or is it a senile, decrepit civilian dying a natural death? Has speech become an integral part of the curriculum, or is it regarded as just another fad and frill? What attention is being given to the unique functions of speech in the junior college realm? These and other questions have been the incentive for an examination by the author of pertinent and related literature. In it one discovers both causes for satisfaction and bases for deep concern over the structure of our junior college curriculum.

As much as twenty years ago L. V. Koos¹ found that the junior colleges were offering only half as much curricular speech training as did the universities and senior colleges during their comparable years. This might be explained in part by the fact that the junior college at that time was still in

its infancy. Of the 624 junior colleges listed in the 1943 *Directory*, only 103 were in existence prior to 1920, and some of these were then senior colleges.

Eells² reports that in 1930 public speaking was offered in 73 per cent of the junior colleges, and that in the 205 institutions teaching speech an average of 8.5 semester hours were being offered. The most recent available pre-war information is contained in an unpublished survey by Dr. A. M. Brewington, completed in 1940. At that time 178 public junior colleges offered an average of 12.2 semester hours, and 222 private junior colleges offered an average of 10.2 semester hours. This represents a gain of approximately 30 per cent in offerings during the last decade.

A recent survey by the author, which included 250 representative junior colleges, reveals that they have offered speech courses for an average of 13.5 years and their present offerings average 8.6 hours, a reduction of more than two hours below the average in the pre-war curriculum. About one-third of the colleges have reduced their speech courses, the average reduction among these being slightly less than six semester hours. The unfortunate fact is that, in some cases at least, it has meant complete elimination of the speech courses. Slightly over half report a curtailment in the extra-curricular dramatics program, while the forensics program has been reduced in three-

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¹L. V. Koos, *The Junior College*, (University of Minnesota Press, Minneapolis), 1924.

²Walter C. Eells, *The Junior College*, (Houghton Mifflin Company, Boston), 1931.

fourths of the colleges since Pearl Harbor.

On the whole this represents a relatively good position for speech *during the war period*, because 26 per cent of these colleges reported losses of over half of their students and 21 per cent reported losses between a third and a half. Although several colleges did not report any student gain or loss, 27 per cent reported losses up to a third, while only 3 per cent indicated gains.

Other aspects were brought out by Dr. Brewington; 18 public junior colleges required an average of 2.2 semester hours of speech for graduation and 34 private institutions required 2.8 hours. No data were given regarding the requirements in English or written communication, but there is little doubt that the universal requirement is in excess of these figures. Approximately twice as many of the colleges offered their speech work in the English departments as in separate speech departments. However, the author's study shows a present ratio of 125 to 80. Twenty-four report no departments and 22 indicate a variety of departmental titles. These data further reveal the relative subjection of speech or oral communication in the junior college realm.

An additional standard of measurement is the periodical literature dealing with a subject. Judged by this standard junior college speech education is, indeed, an emaciated stepchild. Only two publications, the *Quarterly Journal of Speech*, subsequently designated as the *Quarterly* for sake of brevity, and the *Junior College Journal*, hereafter called the *Journal*, have been appreciably concerned. It is an interesting coincidence that the *Quarterly* included its first article relating to the junior college in the same academic year, 1930-1, in

which the *Journal* was founded. Because no periodical index lists any relevant article prior to that date, it constitutes a convenient point of departure.

To date the *Journal* has included 137 entries involving speech education, while the *Quarterly* had 140 items relating to the junior college. The close similarity is, however, misleading; 104 of the latter are merely incidental mention of junior colleges or junior college instructors in quoted programs, news notes, or personal reference. Only five articles have appeared in the *Quarterly* which dealt with problems in the field, one of which was an extensive report of the Joint Committee on Speech Education functioning by authority of the American Association of Junior Colleges and the National Association of Teachers of Speech. Twenty articles appeared in the *Journal* relating to speech education, four times as many as appeared in the *Quarterly* relating to the junior college. The former carried 103 news items devoted solely to speech while the latter carried only 24 on the junior college. The former cites 38 references to speech literature in its monthly bibliography, while the latter lists only seven articles in any wise connected with the junior college. In the former 17 authors are included, one name appearing three times, another twice. In the *Quarterly* four authors have contributed, exclusive of those appearing with the committee report.

Eleven of the articles in the *Journal* related to the general field of speech, five considered forensics, dramatics claimed the attention of three, while radio was the subject of one. All of the articles in the *Quarterly* dealt with the general field of speech in the junior college. In the news notes of the *Journal* the division of interest was as follows: Phi Rho

Pi, 30; general speech, 27; forensics, 18; dramatics, radio and the National Association of Teachers of Speech, 9 each; miscellaneous, 1. In the *Quarterly*, forensics was the center of 10 news items, Phi Rho Pi and general speech, five each, and dramatics, four.

The seven bibliographical references to periodicals in the *Quarterly's* column were all to articles in the *Journal*. Six periodicals were mentioned in the *Journal's* monthly bibliography, divided thus: *Phi Rho Pi Persuader*, 18; *Playbill*, 8; the *Quarterly*, 5; *Speaker*, 2; miscellaneous publications, 5.

The dearth of literature on the junior college is also revealed in the bibliography of the dissertation by Dr. Brewington. In the section, "Educational Periodical Literature on the Teaching of Speech," which contained 148 items, only six related specifically to the junior college, while three others were listed under titles indicating some possible relationship. Another section under the title, "Materials on the Study and Teaching of Speech," listed 36 items, only one of which specifically dealt with junior college problems while two others were incidentally concerned with the field.

Nor is the lack of periodical literature the only indication of the indifference manifested by the scholar. Only four research studies have been discovered which dealt with any aspects of the field, two masters' theses and two doctoral dissertations. One of the latter was developed in a Department of English. There is no evidence that any part of any of these studies has appeared in any periodical, although it is understood that plans are under way for the publication of one of the dissertations by the university in which the study was directed.

The cooperative study conducted by the Committee on Junior College Speech Education has been a constructive and heartening project. The report should be a foundation for countless individual studies and not a gathering place for dust and cobwebs. Both speech educators and junior college administrators are under obligation to act in the light of that report, rather than settle back complacently, patting the committee on the back, and then washing their hands of the whole matter. Speech education is far too vital a matter to be brushed lightly aside.

The responsibility of the speech educator is two-fold—research and action. Virgin fields for investigation lie at his doorstep. Community avocational speech interests, vocational speech needs of terminal students, speech service opportunities, curricular problems peculiar to the junior college—these are but a few of the infinite multitude of problems yet untouched. Nor may he rest at this point; he must broadcast his findings, act on them in his classroom and community, and constantly keep before his administrator the vitally serious nature of the problem.

The administrator has a single task with regard to speech, rarely simple and easy, but always tremendously significant and important. He must see that speech training is fully recognized as a vitally important part of every junior college student's equipment for successful living and citizenship, and must see that it is given a place in the curriculum commensurate with its value. During these war days he must not allow speech education to be abandoned, and he must be alert to the importance of increasing speech offerings when peace is restored.

North Central Junior Colleges in War Service

REPORTS FROM ADMINISTRATORS

THE September, October and November *Journals* summarized information concerning the war service of junior colleges in New England, Middle Atlantic, and Southern states, which had been received in response to the following request sent to each junior college administrator:

I want to publish in the *Journal* a list of all faculty members who during the past two years have left their institutions to go into any type of distinctly war service, either with the armed forces or in a civilian capacity. I should like to have (1) the name of each individual, (2) his position in your institution (dean, instructor in psychology, etc.), (3) present rank or position (major, administrative assistant, etc.), and (4) branch of service (army, navy, marines, WAVES, Office of War Information, etc.) Will you also give me your best estimate of the number of your (1) alumni, and (2) students since December 7, 1941, who have gone into any branch of the armed forces.

This article (published in two parts, in this and the January *Journal*) reports similar information furnished by administrators of junior colleges in the North Central area. Similar compilations for other areas of the country will be published in succeeding issues of the *Journal*.

It may be noted that the 102 junior colleges replying (of the 208 listed in the North Central states) name 510 faculty members who have gone into war service. These same institutions reported 2372 faculty members in the 1943 *Directory*. Thus 22 per cent of their staffs has been lost. In addition, 76 of these junior colleges estimate that at least 30,611 of their students and alumni have gone into some branch of the armed services.

Arizona

Gila Junior College

J. Lloyd Olpin, instructor in mathematics and physics; chief instructor, War Training Service, Naval Aviation Cadet Training Program, Gila Junior College
John D. Riggs, athletic director; coordinator, War Training Service, Naval Aviation Cadet Training Program, Gila Junior College

Alumni 300, students 100

Arkansas

Arkansas Polytechnic College

A. J. Crabaugh, vice-president; Lieut., Navy
Howard Godfrey, head, men's physical education department; Lieut., Army
C. R. Nichols, head, engineering department; Major, Army, West Point
Sue S. Saye, head, commercial department; instructor of WAVES enlisted personnel, Oklahoma A. and M. College
Paul Schultz, head, music department; aviation cadet, Army Air Corps
J. J. Stansell, instructor in English; Lieut., Army Signal Corps
A. S. Turner, head, engineering department; Lt. Col., Army
Robert A. Young, business manager; Lieut., Army

Alumni and students, unknown

Little Rock Junior College

Granville D. Davis, instructor in history; Sgt., Army
Robert Rowden, instructor in physics and chemistry; Lieut., Army, Signal Corps

Alumni and students, 450

Arkansas State A. and M. College

W. G. Bagnall, instructor in physical education; Lieut., Navy
J. P. Barlow, instructor in animal husbandry; Lieut., Army
Dorothy Eoff, college nurse; Ensign, Navy
Holly Louise Frederick, instructor in physical education; recreational division, Red Cross
T. O. Garinger, instructor in agriculture; Major, Army
Ves W. Godley, instructor in animal husbandry; Lt. Col., Army
W. W. Pate, instructor in social sciences; Ensign, Navy

Alumni 1200, students 350

Colorado

Colorado Woman's College

Burton Martin, instructor in English; American Red Cross

Merlyn McLaughlin, head, history department; liaison officer for training unit at University of Denver

Alumnae, 14

Mesa College

R. R. Ball, instructor in English; Army Air Corps, Oklahoma

W. G. Binnewies, instructor in German; civilian instructor at Lowrey Field, Denver, Colorado

Peter L. Carlston, director of physical education; Lieut., Navy, Norman, Oklahoma

Cecilia Cardman, instructor in art; dormitory director, Arlington Farms, Virginia

Glenrose Ford, administrative secretary; War Production Board, Washington, D. C.

W. F. Hartman, instructor in English; Lieut., Army, public relations officer, Twin Engines School, Seymour, Indiana

Edward F. Holt, instructor in geology; Lieut., Army, England

Orlando Lindesmith, instructor in chemistry; chemist, Basic Magnesium, Inc., Las Vegas, Nevada

Marshall Miller, dean of men; Labor Department, Washington, D. C.

Sally Peebles, instructor in languages; Army Signal Corps, Washington, D. C.

Louise Roloff, instructor in physical education; Red Cross, Alaska

Harold Routh, director of vocational education; War Relocation Authority, Grand Junction, Colorado

Alumni 765, students 192

Pueblo Junior College

Clifton D. Darnall, instructor; Lieut., Naval Air Corps

Bert P. Emmons, clerk; Sgt., Army Air Corps

Charles E. Haines, president; Lieut., Army Air Corps

Charles G. Haley, instructor; Lieut., Naval Air Corps

Earl R. Howsam, instructor; Lieut., Army Air Corps

Russell Morris, instructor; Lieut., Navy

Junior College of Southeastern Colorado

No faculty members

Alumni 28, students 82

Illinois

Blackburn College

Virgil Bretthauer, instructor in mathematics;

instructor in navigation, Cuddihy Field, Corpus Christi, Texas

John H. Russel, dean; Lieut., Navy

John M. Slater, instructor in psychology; Ensign, Navy

J. Dyke Van Putten, dean; Lieut., Navy

Alumni unknown, students 220

Frances Shimer Junior College

George Hoffman, head of English department; director, USO center

Velma Maul, nurse; U. S. Nurses Corps
Students, 15

George Williams College

Hugh D. Allen, secretary of the College; Lieut., Navy

Hedley S. Dimock, dean; coordinator of inter-agency training, U.S.O.

Harry D. Edgren, instructor in physical education; civilian adviser, Army Specialized Training School

Charles D. Giauque, instructor in physical education; Lt. Com., Navy

Donald M. Typer, vice-president; liaison officer, war service, British and American YMCA

Alumni 200, students 160

La Salle-Peru-Oglesby Junior College

Merlyn F. Burris, coach; Ensign, Navy

R. W. Esworthy, instructor in accounting; Pvt., Army

Leslie Hoenscheid, instructor in health education; Pvt., Army

Dorothy Washburn, instructor in English; Lieut., WAC

Alumni, 400

Morton Junior College

E. Bedrava, instructor in physics; industry

R. Bonaguidi, director of assemblies; Lieut., Navy

P. J. Burnette, librarian; Cpl., Army

W. J. Cherry, debate coach; industry

R. C. Costabile, instructor in functional science; Capt., Army

G. S. Fencil, instructor in physical education; Lieut., Army

R. Heinsen, instructor in accounting; Ensign, Navy

C. Katek, instructor in history; Army

A. P. Kovanic, instructor in accounting; M.M. 2/c, Navy

L. M. Lang, instructor in rhetoric; Lieut., Army

A. E. Smith, instructor in physics; Lieut., Navy

R. W. Teeter, director of dramatics; Sp. (A) 1/c, Navy

M. A. Willett, instructor in education; Navy
Students, 700

North Park College

- Arthur Anderson, instructor in Greek; Lieut., Navy
 Anders Bengtson, instructor in geology; Lieut., Army
 Edgar S. Borup, instructor in violin; Midshipman, Navy
 Hedin Bronner, instructor in English; Lieut., Army
 Clifford G. Erickson, instructor in mathematics; Lieut., Army
 Herbert C. Hansen, instructor in social sciences; Ensign, Navy
 Harold Jacobson, instructor in social sciences; Lieut., Navy
 Winston Johnson, instructor in organ; Sgt., Army
 Raymond Kliphardt, instructor in mathematics; Ensign, Navy
 Phillip Liljengren, instructor in English; Civilian Public Service Camp
 Walter J. Moberg, dean; Lieut., Navy
 George Olson, head of physical education department; Lieut., Navy
 Karl A. Olsson, instructor in English; Lieut., Army
 Nils W. Olsson, instructor in Swedish; Lieut., Navy
 Vern H. Reihmer, instructor in biology; S 1/c, Navy
 Howard Silberer, instructor in piano; Cpl., Army
 Paul A. Varge, head of department of social sciences; Lieut., Navy
 John M. Wigent, instructor in reed instruments; Musician 1/c, Navy
Alumni 296, students 253

Springfield Junior College

- L. H. Horner, instructor in chemistry; head chemist, Sangamon-Oak Ordnance
 J. T. Moos, instructor in sociology; Army, Chaplain
 N. W. Wells, instructor in physics; instructor, Navy school at New Mexico State College
Alumni 300, students 100

Schurz Evening Junior College

- Benjamin Burack, instructor in psychology; Lieut., Army
 Jack Indritz, instructor in mathematics; instructor, Navy
 Joseph Kousser, instructor in accounting; Army
 John G. Sheridan, instructor in humanities; Pvt., Army
 Elwood Slusser, instructor in economics; Lieut., Army
Alumni and students, 150

Thornton Junior College

No faculty members
Alumni and students, 324

Woodrow Wilson Junior College

- John A. Bartky, dean; Lt. Com., Navy
 Fred Blanchard, instructor in English; Lieut., Navy
 George Carroll, laboratory assistant; Lieut., Army
 George L. Cherry, instructor in history; Lieut., Army
 Thomas Clare, instructor in social science; Army, Chaplain
 John Green, instructor in English; Ensign, Navy
 Stanley Harris, laboratory assistant; S. Sgt., Army
 Marvin Laser, instructor in English; Lieut., Army
 Earl Lockard, instructor in English; Lieut., Army
 John Raines, instructor in English; Lieut., Navy
 Jerome Sachs, instructor in mathematics; Ensign, Navy
 David Severn, laboratory assistant, Sgt., Army
 Robert Wilkins, librarian; Lieut., Army
Alumni 477, students 375

*Indiana**Kokomo Junior College*

- Joe Resnick, instructor in chemistry; General Electric Co.
Alumni 50, students 100

*Iowa**Creston Junior College*

- John Bebee, coach; Sgt., Army
 George Marsh, instructor in economics; Labor Division, State of Iowa
 Bill Parisho, coach; Lieut., Army
 A. O. Qualley, instructor in mathematics; Naval mathematics teacher, Springfield, Missouri
Students, 26

Ellsworth Junior College

- Clifford Fagan, instructor in business; Ensign, Navy
 Orlando C. Kreider, dean; Lieut., Navy
Alumni and students, 150

Emmetsburg Junior College

- Milton Blair Hart, instructor in English; Cpl., Army Air Corps, Intelligence Division
 Elna Jane Hilliard, instructor in mathematics; First Officer, WAC

Estherville Junior College

Glenn Balmer, instructor in mathematics and science; Sgt., Army, Quartermaster Corps
Gordon Garrison, instructor in mathematics and science; Lieut., Navy, aeronautical engineering
Regine Hill, dean of women; Captain, WAC
Warner Kirlin, dean of men; coordinator, C.A.A.W.T.S., University of Minnesota
Raymond Mikler, instructor in music; Pvt., Army, band
Vern Nordeen, instructor in mechanical drawing; Cpl., Army
Elmer Starr, athletic director; App. Seaman, Navy
J. Freeman VanderPloeg, instructor in speech; Lieut., Army

Fort Dodge Junior College

Harris Dickey, dean; Lieut., Navy, Notre Dame University, Indiana

Grand View College

E. Jensen, instructor in mathematics and physics; instructor, Navy program, Iowa State College
Herluf Nelsen, instructor in business; Sgt., Army, field artillery
Alumni, 150

Lenox College

Orville Eckberg, dean; armed forces
Arthur Volle, acting dean; defense plant, Rockford, Illinois
Alumni 46, students 11

Marshalltown Junior College

Edward D. Knock, dean; Lieut., Army, chemical warfare service
Alumni and students, 50

Mason City Junior College

Harlyn J. Ashenfelter, instructor in French and German; Pvt., Army
J. Avril Grimsley, coach; Lieut., Navy
Eleanor Hazlett, instructor in science; laboratory analyst, Wright Field, Dayton, Ohio
S. L. Rugland, dean; assistant field director, American Red Cross
Alumni 385, students 110

Mt. St. Clare College

Bill Miller, instructor in art; Army, Signal Corps
Eugene Van Epps, instructor in health; Capt., Army
Alumnae, 14 per cent of total

Muscatine Junior College

No faculty members
Alumni 95, students 94

Waldorf College

Evans L. Anderson, head, teacher training department; Cpl., Army Air Corps, Psychological Processing Unit, Classification Center
Oakley E. Ellickson, instructor in social science; Pvt., Army Air Corps, Finance Department
Doris Grefthen, school nurse; WAVES
Harriet Nicholson, instructor in physical education; WAVES
Rufus Olson, coach; assistant field director, Red Cross
James A. Reinertson, coach; instructor, Air Base, Sioux Falls, South Dakota (civilian)
J. L. Rendahl, president; instructor, service units, University of Minnesota
Edmund A. Schoeld, dean; chief chemist, Potash Company of America, Carlsbad, New Mexico
Alumni 450, students 70

Kansas

Arkansas City Junior College

P. M. Johnson, instructor in journalism; Cpl., Army
D. C. Stark, instructor in chemistry; Lieut., Army Air Corps
Delmar Steinbock, instructor in physical education; Sgt., Army, Field Artillery
Alumni and students, 1100

Chanute Junior College

Emily Ball, instructor in music; radio instructor for WAC
W. Owen Bice, instructor in physical science; Lieut., Navy
A. G. Brown, music director; Lieut., Navy
Harold Engle, instructor in social science; Lieut., Army
John Hutchinson, instructor in social science; Lieut., Navy
Nelle Jones, instructor in speech; Lieut., WAC
George Koon, instructor in auto mechanics; Ensign, Navy
Gene Lockard, instructor in biology; Lieut., Army
Alumni 166, students 433

Coffeyville Junior College

Merle W. Allen, instructor in biology; Major, Army Air Corps, head of ground school instruction
Harry C. Jordan, assistant dean; Lieut., Navy
Alumni 625, students 180

El Dorado Junior College

Virgil Bayne, instructor in commerce; ground supervisor, C.A.A.W.T.S.

G. Haldane Crooks, instructor in philosophy; P.O. 1/c, Navy

E. G. Dick, instructor in physics; inspector, munitions plant

Frank Morgan, instructor in geology and commerce; instructor, British Army fliers

Willis Neal, instructor in athletics; Lieut., Navy

Allen Shaffer, instructor in science; Lieut., Army, meteorology

Marvin Solomon, instructor in science; Pvt., Army

Wilbur Stone, instructor in science and aeronautics; ground supervisor, C.A.A.W.T.S.

Alumni 210, students 290

Hesston College

J. N. Byler, instructor in social science; director, Civilian Public Service units in hospitals

John P. Duerkson, music director; director, Civilian Public Service camp
Alumni, 6

Independence Junior College

George D. Allen, instructor in physical education; Lieut., Army

Floyd E. Barngrover, instructor in woodwork, Lieut., Navy

Maurice Callahan, instructor in music; Pvt., Army

Harold S. Choguill, instructor in science; Lieut., Navy

Clara McCluney, instructor in languages; civilian employee, censor division

James S. Milligan, assistant dean; Lieut., Army

Francis C. Myers, assistant dean; Lt. Col., Army

Ralph S. Pearson, instructor in social science; Red Cross field representative

Miltonvale Wesleyan College

No faculty members

Alumni 40, students 50

*Michigan**Bay City Junior College*

Gordon M. French, head, economics department; Lt. Col., Army Air Corps Service Command

Alumni 400, students 153

Flint Junior College

Vaughn Hughey, instructor in chemistry;

Basic Magnesium, Inc., Las Vegas, Nevada
Kenney W. Turk, instructor in physics; A.

C. Spark Plug Co., Flint, Michigan

George Stevens, instructor in political science; legal department, A.C. Spark Plug Co., Flint, Michigan

Gogebic Junior College

Leota Abbott, instructor in physical education; PFC, Marine Corps Women's Reserve, New River, North Carolina

Frances Hyde, instructor in business; SPARS
Kenneth McLaughlin, instructor in mathematics and physics; instructor, Army Air

Corps Tech. Tr. School, Belleville, Illinois

Irene Monson, instructor in zoology; civil service, Washington, D. C.

Carl Nelson, instructor in music; war work, Chicago, Illinois

Kathryn Pendleton, dean of women; Lieut., WAC

Jacob Solin, instructor in sociology; Pvt., Army

Alvin Ziegenhagen, instructor in chemistry; war work, Chicago, Illinois

Alumni 360, students 72

Highland Park Junior College

George I. Altenburg, dean; coordinator, War Training Service for Naval Aviation Cadets, Highland Park Junior College

Wade W. Griffith, instructor in military training; Lieut., Navy

Roy E. Waite, instructor in physics; instructor, War Training Service for Naval Aviation Cadets, Highland Park Junior College

Alumni 300, students 150

Jackson Junior College

W. N. Atkinson, dean; Lieut., Navy, Office of Naval Officer Procurement, Milwaukee, Wisconsin

Alumni 300, students 150

Muskegon Junior College

Dale Edward Case, instructor in geography and accounting; Cpl., Army Air Corps, First Motion Picture Unit, Culver City, California

Louis Conger, Jr., instructor in mathematics; Lieut., Army Air Corps, Meteorology Section (foreign service)

Ernestine W. Emboden, instructor in physical education; Lieut., WAC, Daytona Beach, Florida

Jessie Miller, instructor in physical education; Lieut., WAC, Texas

Port Huron Junior College

John H. McKenzie, dean; Lt. Col., Army, Infantry

Alumni 75, students 60

Minnesota

Austin Junior College

Rosalind R. Fisher, instructor in English; asst. program director, Overseas Recreation Service, American Red Cross, Washington, D. C.

Ernest R. Johnston, instructor in mathematics; instructor, Army Specialized Training Program, University of Minnesota

William G. Ruppert, instructor in social sciences; instructor, Army Specialized Training Program; Oregon State College of Education

Alumni 132, students 38

Bethany Lutheran College

Harry G. Olson, dean of men; S/Sgt., Army
Alumni and students, 100

Eveleth Junior College

Royal F. Bloom, instructor in psychology; Lieut., Navy

Horace D. Craun, instructor in engineering; Lieut., Army

John J. Malevich, instructor in physical education; Lieut., Navy

Alumni 226, students 302

Hibbing Junior College

L. M. Becker, instructor in mathematics; instructor, CAA Detachment, Army Air Corps, Hibbing, Minnesota

D. H. Chamberlin, instructor in mechanical engineering; instructor, CAA Detachment, Army Air Corps, Hibbing, Minnesota

Sam Doris, instructor in mechanical engineering; Lt. Com., Navy, New York

Ralph Erickson, instructor in psychology; Lieut., Army, Fort Snelling, Minnesota

Harold S. Fink, instructor in history; Lieut., Navy, New York

J. M. E. Gelinas, instructor in engineering drawing; instructor, CAA Detachment, Army Air Corps, Hibbing, Minnesota

Alumni and students, 300

Itasca Junior College

Allis F. Hussey, instructor in languages; Lieut., WAC

John Mazzitelli, assistant librarian; Lieut., Army

Harry Sheff, assistant coach; Lieut., Army

Harald I. Tangjer, instructor in physics; Cpl., Army

Alumni and students, 400

Rochester Junior College

Clayton d'A. Gerken, director of student personnel; instructing prospective officers

in psychology and personnel problems, State University of Iowa

Wayne W. Willard, instructor in science; receiving instruction in electronics and radar, Army Signal Corps, Florida
Alumni 150, students 190

Virginia Junior College

Mary E. Asseltyn, instructor in English; WAC, Fort Des Moines, Iowa

Truman Griffin, instructor in English; Cpl., Army

Charles E. Lee, instructor in economics; Agricultural Economics Administration, Washington, D. C.

F. B. Moe, dean; personnel officer, Naval Air Station, Lambert Field, St. Louis, Missouri
Ruth Staley, instructor in German; Civilian Signal Corps, Washington, D. C.

Alumni and students, 750

Worthington Junior College

Cyril Amundson, instructor in aeronautics and engineering drawing; W.T.S. Navy Flight Course

John Dittrick, instructor in chemistry and mathematics; Lieut., Maritime Service

Lem. S. Herting, coach; Lieut., Army

Willard M. Thompson, instructor in business; Lieut., Marine Corps

Frank Wachowiak, instructor in art; Navy
Alumni and students, 550

Missouri

Conception Junior College

Ildefonse Baechler, dean of men; Capt., Army, Chaplain

Leonard C. Boehm, instructor in religion and Latin; Lieut., Army, Chaplain

Justin Freeman, disciplinarian and instructor in Latin; Capt., Army, Chaplain

Hilary Hill, disciplinarian and instructor in business; Capt., Army, Chaplain

George Shanzer, instructor in modern languages; S/Sgt., Army

Joseph Vanderheiden, disciplinarian and instructor in Latin; Capt., Army, Chaplain (prisoner of war)

Alumni, 194

Cottey College

Joseph Burns, instructor in music; Army, Intelligence

Grace Evans, instructor in modern languages; civil service employee, Miami, Florida

Jenevieve Naylor, instructor; Remington Arms plant, Kansas City, Missouri

Harold Newton, instructor in music; defense work, Kansas City, Missouri

Mary Ann Stevens, secretary; WAVES
Alumnae unknown, students 0

Junior College of Flat River

F. D. Cairns, instructor in commerce; Pvt., Army

Edna Haase, nurse; Lieut., Army, North Africa

Alumni and students, 250

Hannibal-LaGrange College

Charles A. Clodfelter, instructor in biology; Weldon Springs Ordnance Plant, St. Louis, Missouri

Ray C. Gwillim, instructor in mathematics; Navy

Earl R. Hall, instructor in education; government personnel work, St. Louis, Missouri

Edwin F. Moore, instructor in mathematics; civilian instructor, Navy

Randall P. Shields, instructor in science; Weldon Springs Ordnance Plant, St. Louis, Missouri

Luella Tressman, instructor in English; Office of War Information

Alumni 100, students 40

Jefferson City Junior College

John A. Adams, director of physical education; C.P.O., Navy, Grafton, Illinois

John Benish, instructor in English; Sgt., Army, Camp Swift, Texas

Milton Bennett, Jr., director of vocal music; S 2/c, Navy, Farragut Field

William Hager, instructor in history; Capt., Army, infantry intelligence, University of Michigan

Henry Rollman, instructor in mathematics and physics; Lieut., Army Air Corps, head of meteorology department, Sherman, Texas

Dallas M. Young, instructor in science; Ensign, Coast Guard

Alumni 150, students 300

Jefferson College

Edward B. Covert, dean of evening college; Cpl., Army

Thomas C. Croft, instructor in law; Ensign, Navy

L. Rene Giannie, instructor in psychology; Lieut., Navy

F. Ray Leimkuehler, instructor in engineering drawing; Major, Army

Adela Reik Scharr, instructor in psychology; supervisor, WASP

W. Baird Wallace, instructor in meteorology; Lieut., Pan American Airways

William E. Wolf, instructor in mathematics; Lieut., Navy

Alumni and students—Army 157, Navy 64, Marine Corps 22, Royal Canadian Air Force 4; total 249

Kansas City Junior College

Charles R. Burke, instructor in physics; Lieut., Navy

Emmett J. Canady, instructor in mathematics; Lieut., Navy

E. L. Heidbreder, instructor in physics; defense industry

Alumni and students, unknown

Kemper Military School

G. R. Arnold, instructor in physics; Ensign, Navy

J. M. Burger, instructor in physics; Pvt., Army

C. H. Dalton, instructor in mathematics; Lieut., Army Air Corps

W. D. East, instructor in sociology; Cpl., Army

D. K. Eckfeld, instructor in botany; Capt., Army

C. W. Frothingham, instructor in art; Pvt., Army Air Corps

F. W. Hellman, instructor in German; Lieut., Army Air Corps

G. M. Inlow, instructor in English; Capt., Army

J. G. Kralovec, instructor in physics; Capt., Army

W. B. Markward, instructor in English; Cpl., Army

C. W. McCarty, instructor in chemistry; Midshipman, Navy

A. D. Page, instructor in physics; Lieut., Navy

W. W. Parker, instructor in physics; Pvt., Army Air Corps

H. G. Parks, instructor in history; Lieut., Army

H. M. Penick, instructor in English; Capt., Marines

L. T. Rodgers, instructor in zoology; Lieut., Army

J. R. Singleton, instructor in botany; Cpl., Army

E. C. Strobel, instructor in economics; Pvt., Army

J. F. Zimmerman, instructor in psychology; Ensign, Navy

Alumni: Army 1152, Navy 288, Marine Corps 72, total 1512. *Students:* Army 240, Navy 60, Marine Corps 15, total 315.

Moberly Junior College

George H. Bains, instructor in chemistry and mathematics; Navy

Bess Chappell, instructor in art; WAC

Price Ewens, instructor in mathematics; Navy

J. M. Hill, instructor in history; Army

F. L. McCormick, instructor in physical education; Army

M. A. Spohrer, dean; Navy

Alumni and students, unknown

Notre Dame Junior College

Agnes E. Reilly, instructor in physical education; assistant purchaser, Army Ordnance
Alumnae 0, students 0 (enrollment is restricted to Catholic sisters)

St. Paul's College

Max Beck, assistant coach and instructor; Chaplain, Navy
Alumni 40, students 20

Southwest Baptist College

W. F. James, instructor in commerce; Ensign, Navy
Norman L. Nunn, bursar; Sgt., Army
Alumni 200, students 90

Stephens College

Randolph M. Armstrong, administration; Lieut., Army, ASTU, University of Nebraska
Francis C. Bailey, instructor in religion and philosophy; Lieut., Navy, Philadelphia, Pennsylvania
Jean Bailey, instructor in English; WAVES, Smith College
Helen M. Barr, instructor in speech; Lieut., WAC, Recruiting Office, Des Moines, Iowa
Henry M. Belden, Jr., business office; Capt., Army, Orlando, Florida
Robert C. Bird, admissions office; Cpl., Army, Camp Robinson, Little Rock, Arkansas
Paolo E. Coletta, instructor in social studies; Ensign, Navy, Harvard University
Norman W. Connor, instructor in radio; Navy, Great Lakes Training Station, Illinois
John C. Crighton, instructor in social studies; Lieut., Army, New Orleans, Louisiana
Joseph H. Delaney, instructor in health; Capt., Army Air Corps, Flight Surgeon, San Antonio, Texas
Lewis E. Doubleday, instructor in secretarial studies; Lieut., Army Air Corps, Houston Field, Texas
Robert DeKieffer, library; Lieut., Navy, San Juan, Puerto Rico
Frank E. Duddy, Jr., instructor in humanities; Ensign, Navy, War Orientation Office, Great Lakes Training Station
William P. Galvin, instructor in French; Lieut., Army, Field Artillery, Italy
Ruth Ganz, counselor; WAVES, Hunter College, New York City
Gordon Gilkey, instructor in art; Lieut., Army Air Corps, Ellington Field, Texas
Luther E. Gilley, admissions; Cpl., Army, Hospital Unit, Camp White, Oregon
C. Norman Guice, instructor in social studies; Lieut., Navy, Tucson, Arizona
Robert T. Harrell, admissions; Lieut., Army,

Dept. of Finance, Mira Loma, California
Juliet Hardtner, counselor; midshipman, WAVES, Smith College

Ambrose Holford, instructor in music; Sgt., Army, Bend, Oregon

Walter G. Inman, instructor in history; Lieut., Navy, Washington, D. C.

Irving W. Kreutz, library; Yeoman, Navy, Great Lakes Training Station

Martha Logan, instructor in Spanish; WAVES, Smith College

Wilbur F. Luick, instructor in communications; Midshipman, Navy, Northwestern University

Hugh McCammon, instructor in communications; Pvt., Army, Camp Lee, Virginia

Paul Minault, instructor in French; Capt., Army, State Guard, St. Louis, Missouri

Helen M. Murry, instructor in health; Ensign, Naval Nurses Corps Reserve, San Diego, California

Wilfred Neff, instructor in French; Lieut., Navy, San Francisco, California

Paul W. Paustian, instructor in social studies; Major, Army Air Corps, Eagle Pass, Texas

Truston Peery, instructor in geology; Lieut., Navy, Aviation Cadet Service Board, St. Louis, Missouri

Richard Pooley, admissions; Lieut., Army Reception Center, Ft. MacArthur, Calif.

Lee Poynter, library; Ensign, Navy, New York City

Victor E. Ricks, instructor in radio; Ensign, Navy, USS New York

Eugene Shepard, instructor in psychology; Pvt., Army, Ft. Leavenworth, Kansas

James E. Stauffacher, instructor in psychology; Lieut., Jefferson Barracks, St. Louis, Missouri

Walter Suft, instructor in journalism; Aviation Cadet, Army Air Corps, Shepard Field, Texas

Harold A. Swenson, instructor in psychology; Capt., Marine Corps, San Diego, California

Kurt von Forstmeyer, instructor in German; C.P.O., Navy, Treasure Island, California

Wayne W. Wantland, instructor in biology; Lieut., Navy, USMC Air Station, Cherry Point, North Carolina

Mary Jane Westcott, instructor in health; Army, nurse, stationed in England

David P. Whitehill, instructor in social studies; Lieut., Navy, Washington, D. C.

Blaine T. Williams, instructor in social problems; Ensign, Navy, San Diego, California

Vernon M. Williams, admissions; Lt. Com., Navy, Norman, Oklahoma

Fred Winger, instructor in secretarial studies; Pvt., Army, Camp Dodge, Iowa

Alumnae (known): WAC 39, WAVES 45, Marines 6, SPARS 7, WAFS 2, WASP 1—total 100

Junior College of Stowe Teachers College

Rodney G. Higgins, instructor in social sciences; Army
 Victor E. Reef, instructor in physics and mathematics; instructor, Ground Corps, Tuskegee Institute
Alumni 8, students 60

Wentworth Military Academy

James F. Bowers, instructor in mathematics; ground school instructor, Navy
 George A. Cook, instructor in English; Lieut., Army
 J. L. Dalton, instructor in chemistry; chemist, Remington Arms Co.
 Owen Davis, instructor; Capt., Army
 Tilton Davis, Jr., instructor in science and mathematics; Lieut., Army
 Louis G. Kahle, instructor in German and Spanish; Board of Economic Warfare
 Carlyle Klise, instructor in history; Major, Army
 John M. Lindsay, chaplain and instructor in Bible; Lieut., Army
 Henry Ludmer, instructor in political science and accounting; Pvt., Army, Intelligence
 B. T. Payne, Jr., instructor in social studies; Lieut., Army
 W. Lloyd Pike, instructor in music; Lieut., Army Air Corps
 John Pirhalla, Jr., instructor in English; Cpl., Army
 Ben Raskin, instructor in economics; Ensign, Navy
 Howard C. Schwarz, instructor; Lt. Col., Army
 Clifford A. Scott, instructor in science and mathematics; Ensign, Navy
 James L. Slechticky, instructor in mathematics; Lieut., Army
 John K. Sylvester, instructor in business administration; Cpl., Army, Communications
 Henry A. Turner, instructor in history; Ensign, Navy
 Raymond K. Waters, instructor in English; Pvt., Army
Alumni 993 (78 per cent commissioned officers), students 320 (93 per cent commissioned officers)

Nebraska*Fairbury Junior College*

Lillian Bearss, instructor in history; instructor, Japanese Relocation Center, Rivers, Arizona
 Martha Burkeholder, instructor in Spanish; censor, Miami, Florida
 Gayle Carnes, instructor in mathematics; instructor, Navy cadets, Ames, Iowa
 Mark Delzell, instructor in psychology; Lieut., Army

Jen Jenkins, instructor in mathematics; instructor for cadets, Lake Forest College, Illinois
 Margaret Whitman, instructor in English; Canal Zone
Students, 56

Luther College

Ronald Jesson, instructor in music and English; Lieut., Army, Signal Corps
Alumni unknown, students 31

McCook Junior College

Everett J. Lowry, registrar; Lieut., Navy
 Bonnie Burns Sanders, instructor in business; secretary to commanding officer, McCook Airfield
 P. D. Sizemore, dean of men; Lieut., Navy
Alumni and students, 200

College of St. Mary

No faculty members
Alumnae, 10

New Mexico*New Mexico Military Institute*

Howard H. Alden, instructor in mathematics; special research for Navy
 John E. Dean, instructor in commerce; Coast Guard
 Paul Horgan, librarian; Capt., Army, Special Service Division
 Frederick B. Howden, assistant chaplain; Capt., Army, 200th Anti-Tank Battalion, Philippines (deceased)
 Thomas M. Kleckner, instructor in economics and public speaking; Capt., Army, Quartermaster Corps
 G. Seth Orell, instructor in military science and tactics; Major, Army, Cavalry
 Leonard B. Plummer, instructor in German; Major, Army, Quartermaster Corps
 Paxton P. Price, assistant librarian; Lieut., Army, Tank Destroyers
 Frank T. Rice, instructor in English; Ensign, Navy
 G. Merton Sayre, instructor in biology and French; Lieut., Army, Signal Corps
 Ned C. Vaughan, instructor in economics and government; Capt., Army, Cavalry
 Coryton M. Woodbury, instructor in mathematics; Major, Army, 104th Anti-Tank Battalion
Alumni and students, 1867

The mass of the population should end their formal education with junior college.—Robert M. Hutchins, in *University Review*.

Wartime Activities

GERMAN PRISONERS AT WORK

From *The Pup Tent*, student paper of New Mexico Military Institute, is taken the following story concerning the employment of German prisoners at the institution:

Since the middle of last week, ten German prisoners of war have been daily transported from the Internment Camp to the Institute to help out with the drudgery of stable work.

To the mounted troops who arrived at the stables on Wednesday, September 30, it was quite a shock to be confronted by half naked Nazis, and guards with ready sub-machine guns. However, cadets are now accustomed to the sight of the superbly built men hustling about the stables, usually clad only in a pair of denim shorts with a glaring "PW" painted across the seat.

They are, on the whole, fine physical specimens, with particularly well developed chests and arms. Surprisingly enough, they are most ready and willing workers. For instance, when ordered to execute some task, they actually run, not walk, to it. The stable sergeant had nothing but praise for their ability as workers.

The prisoners seemed very friendly and showed little of the traditional Nazi haughtiness, but still they seemed completely confident of ultimate German victory.

The Germans here were all captured in Africa, and were members of Rommel's Panzer Divisions. Most of them were captured around Tunis by the British. Their ages range from eighteen to forty, but the majority are in their early twenties.

PILOT TRAINING AT NORTH IDAHO

North Idaho Junior College has been selected as the only base for training cross-country pilots of the Army Air Corps in the region in which the college is located. Approximately 100 pilots are in constant attendance at the college, which provides instruction in meteorology and navigation. To house and feed these cadets, it has been necessary to transport to the college campus seven large ex-CCC buildings from the nearby

forest. The income derived from the flying contract is enabling the College to develop a new 35-acre campus on the shore of Lake Coeur d'Alene.

COLORED MOTION PICTURES

Dean H. B. Wyman of Phoenix Junior College, Arizona, writes that he has taken 500 feet of colored films of the various wartime activities of Phoenix Junior College and Phoenix High School. They have been exhibited in the local theatres and before other interested groups and will form a valuable historical record of activities after the war is over.

CADET NURSES CORPS AT DICKINSON

Thirty-nine members of the U. S. Cadet Nurses Corps began their academic work at Williamsport Dickinson Junior College, in October. They are members of a nurses training class which began probation training in September at the Williamsport Hospital. This makes the third type of war training into which Williamsport Dickinson Junior College has entered—the first was the war training service under the Civil Aeronautics Authority, and the second was establishment of an aviation group.

PASADENA FORUM SERIES

Four distinct series of forum discussions on international and social problems are being sponsored this year by the Patron's Association of Pasadena Junior College, California. One series is devoted to "A World at War," another to "Lands of the Future," a third to "Allies in Action," and the fourth to "What Sort of World." Speakers include Waldo Frank, Edward Tomlinson,

Sydney Montague, Mortimer J. Adler, Clarence A. Dykstra, and Alfred Noyes.

MUSKEGON'S SERVICE RECORD

Director A. G. Umbreit, of Muskegon Junior College, Michigan, reports that of the 137 boys enrolled in the junior college last year, all but six are now in some branch of the armed forces. Three alumni have been killed in action—one, a marine pilot at Guadalcanal; a second, an Army pilot in North Africa; the third, an Army pilot in the Canal Zone. All three were lieutenants. Three alumni have been awarded distinguished flying crosses and one of these a distinguished service cross in addition. These three men are still on active duty.

NEW WAR TEXT AT PASADENA

Just off the press, for the use of the Army on the West Campus and for regular classes at Pasadena Junior College, is the new text on *Issues and Aims of the War* by Langsdorf and Hansen. Dr. William B. Langsdorf is chairman of the college's department of social science and Harold A. Hansen is an instructor in the department. The work outlines completely the world situation prior to the outbreak of hostilities, the position of the powers involved at the present time, and the prospects for the future. Suggested readings from sources easily available are provided on all topics.

ALBERT LEA CLOSES

Albert Lea Junior College, Minnesota, has been closed for the duration. It was a publicly controlled junior college, organized in 1938.

PADUCAH LOSES DEAN

R. G. Matheson, dean of Paducah Junior College, Kentucky, has been

given leave of absence for active service in the Navy. Administrative duties at the college have been taken over by Henry W. Tatter.

DECREASED ILLINOIS ENROLLMENT

A decrease of more than 40 per cent in the enrollment of 11 junior colleges in Illinois is reported by James L. Beck, secretary of the Illinois Association of Junior Colleges. At a special meeting of administrators October 2 enrollment in these 11 institutions was reported as 3385, as compared with 5816 last year.

NURSES' TRAINING COURSES

Branches of Los Angeles City College have been established at three Los Angeles hospitals this fall. A total of 433 students are reported as enrolled in nurses' training courses at these hospitals and on the local campus.

LOS ANGELES ARMY UNIT

In cooperation with the War Department, approximately 35 per cent of the classroom facilities of Los Angeles City College are being utilized this semester to train soldiers assigned to the Army Specialized Training Program, basic phase. There now exists a new college within a college for the present unit of 650 men have their own faculty, calendar, curriculum, and provisions for feeding, housing and medical care. Chapman College, nearly opposite the City College campus, has been leased by the Board of Education to provide living quarters and feeding accommodations for the ASTP men.

CONFLICTING IDEOLOGIES COURSE

A class in Conflicting Ideologies is being given at Pasadena Junior College, California, this semester. The course is in three parts, each lasting six weeks. The first part deals with Democratic Ideology as conceived by philosophers,

social scientists, and statesmen. The second part concerns Communism, its basic principles as set forth in philosophic and historical literature and as illustrated in practice. The third part will take up in similar fashion Naziism and Fascism.

COFFEYVILLE'S SERVICE RECORD

Coffeyville Junior College, Kansas, reports that it has at least 800 former students in war service, of whom 157 are commissioned men or women. Included are 112 lieutenants, 27 ensigns, 9 captains, and 4 majors.

NORFOLK PROSPECTS GOOD

The Norfolk Junior College, Nebraska, has opened the year with prospects that the handicap of the war will be so far overcome that the attendance will be close to last year's.

This is a very favorable outlook, since most colleges have found their attendance so seriously reduced that some departments have been closed for the year.

The Norfolk college is demonstrating what has been proved in many other communities, that the junior college is no mere fad, but is taking its permanent place in the country's educational system.

Some educators predict that most cities which are centers of considerable territory will in time have schools in which two years of college work can be taken, fitting the student for his junior and senior years in the state university.—Editorial in Norfolk (Nebraska) *News*.

SUMMER SCHOOLS LEGALIZED

So great has been the development of summer schools in California junior colleges in connection with wartime offerings and acceleration that the legis-

lature legalized attendance at them as a basis for further state aid. The new legislation provides that the attendance at a junior college summer session shall be added to the attendance of the regular school year and the number of days such school is maintained during the regular school year shall be used as the divisor in computing the average daily attendance.

MEMORIAL GIFT

Mars Hill College, North Carolina, has been given \$1000 by Mrs. Carrye Mae Evans, together with her son, Tommy N. Evans, as a memorial to another son and Mars Hill alumnus, Ensign J. R. Evans, who died following an airplane accident at the Corpus Christi, Texas, Naval Air Base. Since Ensign Evans was particularly interested in music while a student at Mars Hill, the gift will be used as the beginning of an endowment fund for the department of music.

NICHOLS JUNIOR COLLEGE CLOSED

The president of the board of trustees of Nichols Junior College announces that it has been closed for the duration. Nichols, a junior college for men, established in 1931, is located at Dudley, Massachusetts.

GROWTH OF BRIARCLIFF

Fifteen new members have been added to the teaching and administrative staff of Briarcliff Junior College, New York, to take care of the capacity enrollment of 168 students, the largest since the institution was founded, in 1909. Many of the young women enrolled are taking courses preparatory to participation in the war effort as medical secretaries, mechanical draftsmen, laboratory technicians, nurses, occupational therapists, and in the field of child development.

Reports and Discussion

SPARTANBURG COOPERATION

When Wofford College was taken over last March by the War Department for the training of a unit of Army Air Cadets, she was faced with the problem of accepting the unit and at the same time caring for her civilian student body. Fortunately, Spartanburg, where Wofford College is located, is an educational center, there being two other colleges in the town—Converse College and Spartanburg Junior College. The civilian students of Wofford College were divided between the two institutions, the juniors and seniors going to Converse, and approximately two hundred freshmen and sophomores and that portion of the Wofford faculty not required for the instruction of the Cadets to our institution. This blending of two faculties and two student bodies called for some considerable adjustments. However, the combination was effected and the project worked out to the entire satisfaction of both institutions.

This fall and for the duration, Spartanburg Junior College is admitting a splendid group of Wofford freshmen on the same terms as we do our own students. In this manner, three institutions are cooperating either directly or indirectly in the war effort and two institutions are preserving for their sister institution her civilian constituency. Those young men wishing to be classified as Wofford students apply to either institution, but in either case, their applications are referred to the dean of Wofford College, who passes upon their acceptability. They are enrolled on Wofford application blanks.

Their records will be kept upon the permanent records of Wofford College and will be transferred to their alma mater as soon as feasible after peace has been declared.

Another interesting project in which our institution is serving even more directly in the war effort is in the accommodation of a unit of Army Cadet Nurses. In this project, we are collaborating with another institution, the Spartanburg General Hospital, which is located near our campus. The Hospital, which has an accredited School of Nursing, was approved for a unit of the Cadet Nurses. It so happens, however, that the hospital was terribly crowded and had no housing accommodations for the nurses. This difficulty was solved by the conversion of a wing of our men's dormitory into a home for this unit of nurses. The nurses board in our dormitory, and take certain meals here and certain meals at the Hospital. They are taught chemistry at this institution. They are transported daily between the two institutions for their clinical work at the Hospital.

R. B. BURGESS, *President*
Spartanburg Junior College
Spartanburg, S. C.

WEBER COLLEGE PROGRAMS

Few communities in the United States have been so affected by the war as Ogden, Utah, surrounded as it is by four major military establishments dealing in supply and airplane maintenance. It has doubled its population. It is one of the thirty-two cities in the United States where labor shortage is most acute. Few communities have had

greater opportunity to contribute to the war effort. Few colleges have had greater opportunity to serve than Weber College, in Ogden. Many new courses have been added to the curriculum; many old ones have been abandoned; many established courses have been modified—all in the interest of the war effort.

War Engineering Programs. When engineers were impossible to employ, the engineering and surveying classes of Weber College spent their laboratory time laying out the installation of one of the largest supply depots in the world. When chemists were needed at the local arsenal, courses in chemistry of explosives were started on day and night shifts. Other programs included drafting, safety engineering, radio and radio code, and psychology for personnel workers. These last-named courses are being offered as ESMWT courses, by a special arrangement with the University of Utah.

Aeronautics Training for Enlisted Personnel. Courses in navigation, meteorology, aircraft engine theory, air regulations, and forty-five hours of flight training are being given to one hundred Naval cadets. Weber College is the only school in Utah carrying on this program. The students are of an especially fine type and fit well into the college situation.

War Nursing Program. For many years Weber College has trained nurses in connection with the local hospital; therefore, the Nurses' Cadet Corps Program was a natural. A quota of fifty are in training now.

War Industrial Programs. Over three thousand trainees have been trained in aircraft mechanics for the local Air Depot. Their courses have included engines, sheet metal, aero repair, instru-

ments, propellers, and leather and canvas. For detailed descriptions of this program see the *Junior College Journal*, November 1942. Other programs offered include courses in welding, machine shop, auto mechanics, radio mechanics, and power sewing machine operation.

Exceptional interest is being shown in the "in-plant," "on-the-job" type of training, under which training varying from filing, typing, and military correspondence, to machine shop are being taught in the plants by college instructors. Supervisory personnel training has proved its value and has won the College many friends.

Established Courses with Modified Objectives. A great number of the regularly established courses have been modified to give training needed for war. A good example is the physical education program, now required five days a week. It includes vigorous training on a difficult obstacle course. Others which should be noted are those in physics and chemistry, where war problems have been introduced, and in business, where emphasis has been given to military correspondence and military filing. In fact, few of the courses offered at the College have escaped war changes.

A former instructor at Weber College, Henry W. Leavitt, and a Weber graduate, Lewis Joseph, have collaborated at the local Air Depot in devising a new electrical device for testing airplane propeller governors which has brought them War Department cash awards and national recognition. The new testing device saves much time over the former hand testing methods and also shows up minute flaws which previously could not be detected but which might prove serious in flight. It is being manufactured for use at all Air Service Command Depots throughout the country.

H. A. DIXON, *President*

NOT RIGHT ABOUT WRIGHT!

October 29, 1943

Dear Dr. Eells:

I have read with considerable concern the report in the current issue of the *Junior College Journal*. Because the facts are not correctly stated may I request that the following information be published in the next issue of the *Journal*.

Wright Junior College is temporarily located at 4261 West Waveland Avenue, Chicago, in the Schurz High School building. The Wright building has been taken over by the United States Navy to house a training unit and is known as the Wright Junior College Naval Training Station.

The Wright administration, staff, equipment, and student body have been transferred to the new location. The only change in the regular junior college is in its location.

I regret that the misinformation was published in the official organ of the American Association of Junior Colleges and I trust that it will be rectified in the next issue.

Cordially yours,
WM. H. CONLEY, *Dean*

(NOTE: The erroneous information in the October *Journal* was based upon a newspaper clipping which was supposed to be reliable. We regret the error and are glad to be set right on the matter.—Editor).

SOUTHERN CALIFORNIA

"The Role of the Junior College in Postwar Education" was the theme of the annual fall meeting of the Southern California Junior College Association. The conference was held on the campus of Los Angeles City College, October 16, 1943.

The general session was presided over by Dr. Tempe E. Allison, of San Ber-

nardino Valley Junior College, President of the Association. She presented three speakers on various phases of the general theme.

G. M. Olmstead, Vocational Rehabilitation Officer, Veterans' Administration, discussed the topic, "Problems and Plans in the Rehabilitation of Veterans." He emphasized that the junior colleges would be called upon to take care of large numbers of the handicapped. Already a number of discharged veterans have been assigned to Southern California junior colleges for training.

Dr. John L. Lounsbury, President of the San Bernardino Valley Junior College and Chairman of the National Committee on Postwar Plans appointed by the American Association of Junior Colleges, reported on the work of the committee. In his report he stated that the final plans developed for postwar action in the field of junior college education depended on three factors. These were: (1) Length of the war, (2) Social and economic conditions in America after the war, and (3) The extent and nature of the involvement of the United States in the political and economic life of all other nations.

"Technology and Postwar Junior College Education" was the subject of an address by Rosco C. Ingalls. He outlined nine points stressing desirable adjustments in terminal curricula to meet postwar needs.

There were 15 section meetings arranged for groups with similar subject matter interests. Over 300 instructors were in attendance.

ELMER T. WORTHY, *Secretary*

American educational organization was bad enough before the rise of the junior college. With that it became intolerable.—Robert M. Hutchins, in *University Review*.

Junior College World

LOUISIANA'S NEEDS

In a recent radio speech, President Campbell B. Hodges of Louisiana State University expressed his belief that more junior colleges are needed throughout the state. He said that new junior colleges would probably increase rather than lower the enrollment at senior colleges already established in the area.

"Our two junior colleges at Lake Charles and Monroe render splendid service to high school graduates in those sections of the state by placing two years of college work within the reach of those not able to go away to colleges," the president said. "Other sections of the state are interested in the establishment of L. S. U. junior colleges. We hope that we can soon give those sections this educational service."

SACRAMENTO COOPERATIVE PLAN

"All theory and no practice makes Jack an impractical worker." On this maxim has been based the Cooperative Education Plan at Sacramento Junior College, California. Under the Cooperative Plan the student spends part of his time in school and part on a job with a Sacramento firm. The job is carefully chosen for its relation to the student's chosen field of study; the student gets paid for his work; and he receives credit toward graduation for it. The Plan has proved successful in relating the student's learning in school to his job and thereby increasing his belief in the importance of the learning at school. It also has been most helpful in aiding students in securing jobs in their chosen lines of work upon graduation. The firms which have employed

the students have reacted enthusiastically to the plan, for it helps them greatly in both the selection and training of employees.

EXPANSION AT MOUNT ST. CLARE

Mount Saint Clare College, Iowa, a junior college for women, began the fall term with an increased enrollment and an expanded schedule. Since 1932 the college has built up a strong elementary teacher-training program, from kindergarten through junior high. The present demand for courses in the physical sciences and Spanish has led the administration to add language and science instructors to the staff, and to equip a new chemistry laboratory. The college is now prepared to offer basic courses in biology, physics and chemistry, and thus provide for the students who are interested in nurses training, science, engineering, dietetics, and laboratory technician courses. A system of cooperative education, successfully initiated last year, will be continued. By this project students desiring to do so may attend college and pay their own expenses by devoting part of their time to outside employment.

NEW PRESIDENT AT SOUTHWEST BAPTIST

S. H. Jones has replaced Courts Redford as president of Southwest Baptist College, Missouri.

NEW HEAD AT DAYTON YMCA

C. C. Bussey has succeeded Theodore J. Christensen as director of the Dayton YMCA College, Ohio. Mr. Christensen has resigned to become a regional representative of the ESMWT in the fifth regional War Manpower Commission

office. His headquarters are at Ohio State University.

FELLOWSHIP FOR HOLLINSHEAD

President Byron S. Hollinshead of Scranton-Keystone Junior College, Pennsylvania, has been given a year's leave of absence to accept a research fellowship in education at Harvard University. Blake Tewksbury, registrar of the junior college, will serve as acting president during Mr. Hollinshead's absence.

STUDENTS STUDY CHINESE

Four classes in the Chinese language are being offered this semester at Pasadena Junior College. Such enthusiastic interest was shown in the Chinese courses during the past year that every effort has been made to satisfy those who are interested in this fascinating language. Some students are studying Chinese in order to put the language to practical use in the armed services; others are planning for postwar service and travel in the Orient; and some students have undertaken the study from a feeling of kinship and sympathy with the people of China.

ENDICOTT DORMITORY

To accommodate a marked increase in enrollment this fall, amounting to approximately 75 per cent, Endicott Junior College, Massachusetts, has had to acquire a new student dormitory.

DRIVE FOR \$50,000

Voorhees Normal and Industrial School, South Carolina, has launched a drive for \$50,000 in celebration of its fifty years of service to the Negro race in South Carolina.

NEW PRESIDENT AT WOOD

C. M. Waggoner of Cleveland, Ohio, has been elected president of Wood

Junior College, Mississippi, following the resignation of E. W. Seay. Mr. Waggoner received his B.S. degree from Marion Normal College, Indiana, in 1909; his A.M. degree from Indiana University in 1914 with a major in English; and an M.A. degree in Education from Western Reserve University in 1934. For the past 25 years he has been Principal of the Junior High School and Supervisor of Instruction in the University School at Cleveland.

"ONE OF THE STRIKING TRENDS"

The *Statistical Summary of Education* published by the U. S. Office of Education in October includes the following statement with reference to junior colleges:

One of the striking trends in education during the past two decades has been the rapid growth in the number and enrollments of junior colleges. While a majority of the junior colleges are privately controlled, the enrollments in publicly controlled institutions have increased much more rapidly than those in privately controlled institutions and today account for more than two thirds of all junior college students.

REGISTRARS' MEMBERSHIP

Ninety-four junior college registrars are members of the American Association of Collegiate Registrars, according to the membership list published in the October 1943 issue of the registrars' *Journal*.

WINSLOW MEMBER OF NEW BOARD

Dr. Guy M. Winslow, president of Lasell Junior College, has been appointed by Governor Saltonstall as junior college representative for a three-year term on the newly authorized Board of Collegiate Authority for Massachusetts. The new board will have the responsibility for recommending the approval of all institutions of higher education which desire degree-granting privileges and other appropriate recog-

nition. Full information concerning the significant new legislation affecting junior colleges in Massachusetts was published in the *Journal* for May and October.

CITRUS CHANGES HEADS

F. S. Hayden has resigned as principal of Citrus Junior College, California. He has been succeeded by Glen G. Vani-man, formerly head of the science department of the college.

PALM BEACH GROWTH

Palm Beach Junior College administrators are surprised to find, instead of an expected decrease in enrollment, an increase this year of 25 per cent over last year. Fourteen states are represented in the student body. The curriculum and activities of the college are geared to wartime needs. Letters from former students now in the service emphasize the value their college courses have been to them in army training programs, especially courses in mathematics, meteorology, and physics. The college offers courses in radio, engineering drawing, mathematics, and related fields under the ESMWT Program. An affiliation has also been made with Good Samaritan Hospital to give specialized courses to student nurses.

ALTUS DEAN GIVEN LEAVE

Emily B. Smith, dean of Altus College, Oklahoma, and president of the Oklahoma Junior College Association, has been given leave of absence for the current year to do special work at the University of California.

COLORADO GROWTH

Colorado Woman's College reports that it has surpassed all previous enrollment records with a grand total this fall of 384 students—50 per cent higher than in the fall of 1942. One hundred

young women had to be refused admission. Students are enrolled from 19 states, as well as from Alaska and Mexico.

INSTITUTIONAL APPRAISAL

At the Junior College of Connecticut a series of committees has been appointed to work during the fall months on an institutional appraisal. Four committees have been organized to make the following studies: (1) a factual study of title and content of the most popular terminal curricula; (2) a factual study of the quarter system of educational organization; (3) a collection of opinions of key officials in industry, finance, and retailing on additional services which the institution should provide; and (4) a statistical study of the college freshmen's choices of curricula for the past four years. A unique feature is the statement that "no opinions nor conclusions are to form a part of the report from any committee." Subsequently appointed committees are to make appropriate recommendations upon the basis of the facts presented by the first group of committees.

CHILD DEVELOPMENT SERIES

Under the joint auspices of the Regional Guidance Workshop and Fairleigh Dickinson Junior College, New Jersey, a child development course has been set up at the College. The course was organized as an outgrowth of a child development conference held at the College by the Workshop group, which is composed of guidance officers in the region. The course is attended by high school teachers in the area who wish to acquire training in this field in order to apply it in their own classes. It is compulsory for the second year students at the College. Various exhibits of children's clothing, toys, books, and foods will be open to the public.

From the Secretary's Desk

NEW CONSTITUTION

A proposed new constitution for the Association will be submitted for consideration at the Cincinnati meeting in January. The special committee appointed by President Bogue to draft a new constitution, under the chairmanship of Richard P. Saunders of New London Junior College, Connecticut, has completed its work. Copies of the document have already been submitted to all members of the Executive Committee for their approval. Copies are being sent to all members early in December so that they may have an opportunity to study it carefully before voting upon it at Cincinnati.

ENROLLMENT DATA

Last month changes in enrollment based upon returns from 293 junior colleges were reported. Revised percentages based upon returns from 410 institutions present a little more favorable picture. Of these, 16 per cent report an increase in enrollment over the same time last year, 11 per cent no change, and 73 per cent a decrease. Median change is a decrease of 30 per cent instead of 32 per cent as reported last month for the 293 reporting institutions.

BRITANNICA YEARBOOK

A recent letter from the editor of the *Encyclopedia Britannica Book of the Year* states that an endeavor will be made to include in the 1944 edition data concerning all regionally accredited junior colleges, and district junior colleges in California, instead of using the

criterion of enrollment alone, which was the basis for mention in the 1943 edition. Upon request the Executive Secretary has furnished a list of institutions meeting the new criteria. It will be necessary, however, for each eligible institution to furnish information directly in response to a request which will come from the editorial offices of the Britannica in Chicago.

QUARTER SYSTEM

How many junior colleges are operating on the quarter system? This question has recently been asked of the Executive Secretary by a faculty committee which is studying possible change of calendar in their junior college. A check of the information published for 494 accredited junior colleges in *American Junior Colleges* indicates that 70 of them, or 14 per cent, reported they were organized on the quarter basis. Sixteen per cent (38) of the publicly controlled institutions were on the quarter basis, while only 12 per cent (32) of the privately controlled institutions were so organized. Five states had more than three junior colleges on the quarter system: Georgia, 17; Tennessee, 9; Washington, 6; Utah, 5; and Colorado, 4.

DORMITORY FACILITIES

The Executive Secretary has been asked to furnish one of the government departments data on dormitory facilities in junior colleges. A check of the reports published in *American Junior Colleges* in 1940 shows that dormitory facilities are reported by 256 junior colleges

in 41 states. A total of 727 dormitories are listed, with accommodations for 41,675 students. These consist of 419 dormitories for women, with accommodations for 23,227; and 308 for men, with accommodations for 18,448. Only 45 of the reporting institutions are publicly controlled junior colleges, and most of these 45 are of the state controlled type.

JUNIOR COLLEGE LEADERS

Some measure of the extent to which junior college administrators are recognized as leaders in the general educational field is given by a check of the number of them included in the latest edition of the general reference work, *Who's Who in America*, and in the educational reference work, *Leaders in Education*. An analysis of *Who's Who* shows that it gives biographies of 94 chief administrators of junior colleges. Of these, 76 are presidents of privately controlled institutions, 18 of publicly controlled ones. *Leaders in Education* lists a slightly larger number, 116, but all of these are from privately controlled institutions.

"AMERICAN JUNIOR COLLEGES"

The reference volume *American Junior Colleges* was prepared for the first time in 1939 and issued in 1940 as a companion volume to *American Universities and Colleges*, published by the American Council on Education. The latter volume had been revised each four years and it was expected that the two volumes would be revised and published again in 1944. In view of the war, however, it is felt that any compilation of data at the present time would be so unrepresentative and transitory that it would be better to postpone preparation

of new editions until after the war. The 1940 edition of *American Junior Colleges* is rapidly getting out of date, but still much of the information which it contains is valuable for reference and will have to suffice, supplemented by the annual *Junior College Directory*, for the duration. Work is now in progress on preparation of the 1944 *Directory*, which will be published as usual, in spite of the war, in January 1944.

CORRECTION

In the October issue of the *Journal* (p. 70) it was reported that Dr. A. A. Douglass has resigned as Commissioner of Secondary Education of California to become superintendent of schools at Stockton. This was an unfortunate error. Dr. Douglass has become city superintendent at Modesto, not Stockton.

CHRISTIANS AND JEWS

The Executive Secretary has been made junior college representative on the Commission on Educational Organizations of the National Conference of Christians and Jews. The Commission is composed of 35 educators from all parts of the nation—Protestants, Catholics, and Jews. He attended a meeting of the Commission held at Vassar College November 26-28.

Whether referred to as vocational or terminal or technical, the American junior college is rapidly developing into an institution concerned with the practical preparation of persons on the post high school level for gainful employment as skilled workers and noncommissioned officers in the business and industrial world.—Howard A. Campion, Assistant Superintendent of Schools, Los Angeles.

Judging the New Books

THEODORE M. GREEN and others, *Liberal Education Re-examined: Its Role in a Democracy*. Harper & Brothers, New York, 1943. 134 pages.

This book embodies the final conclusions of a committee appointed by the American Council of Learned Societies to inquire into the place of the humanities in education. It considers the present situation in respect to the value and use of the humanities and our ultimate educational objectives in relation to which the humanities should be evaluated. The publishers' announcement states that "this is, perhaps, the most cogent and eloquent statement thus far available as to the relation of humanistic studies to the advancement of American democracy. It is at once a re-definition of today's meaning of a liberal arts education and a plea for such alterations in educational methods as will be designed to carry out the objectives so persuasively set forth."

Junior college educators feel, and rightly, that they have a significant part to play in carrying out these objectives in the American democracy. Increasingly the junior college is becoming, in fact as well as in theory, the "people's college" and the "community college." Witness the series of articles on adult education in the *Journal* this year. From another point of view the contribution of Dr. Mitchell of Bradford Junior College, in this issue, shows the cultural contribution characteristic of many junior colleges.

The four university scholars and administrators who are the authors of this volume, however, do not recognize that the junior college is entitled to

even the briefest consideration. Following four chapters on "Education in America Today," "The Ideal Objectives of a Democracy," "The Ideal Objectives of Education in a Democracy," and "The Content of a Liberal Education," they "summarize as affirmatively as possible the full implications, for each of the academic levels, of our earlier analysis of liberal education in a democracy." (p. 101). None of these "full implications, for each of the academic levels" however, so much as mention the junior college. Nor can the junior college be thought of as slipping in unobtrusively (as is sometimes the case in other publications) under the broader headings of "higher education," "college," or even "secondary education." Major headings for discussion in this important chapter include "high school and preparatory school" and "the four-year college." The role of the elementary school, the high school, the four-year college, the normal school, the teachers college, the graduate school and the professional school all receive consideration, but not a word with reference to the junior college. Vocational and professional education are treated, but nothing regarding semiprofessional education. Perhaps there is room for another re-examination of the role of liberal education in a democracy that will take some account of the implications of the junior college movement before the question will be entirely covered.

W. C. E.

ALLAN NEVINS and LOUIS M. HACKER,
*The United States and Its Place in
World Affairs, 1918-1943*. D. C.

Heath & Co., Boston, 1943. 612 pages.

The fourteen authors who contribute the various chapters to this up-to-date volume discuss realistically the broad field of American and world affairs from the First World War onward to the recent collapse of Italy. The volume was drawn up according to a carefully elaborated plan by members of the Contemporary Civilization staff at Columbia College. While international conditions and developments are fully presented, the point of view is primarily American and the authors have not hesitated to stress what seem to them the inescapable lessons of the period for the United States. Junior college instructors in classes in international relations, recent history, or contemporary affairs will find this treatment comprehensive, stimulating, and fully intelligible for their students.

R. E. WOLSELEY AND LAURENCE R. CAMPBELL, *Exploring Journalism, with Special Emphasis on its Social and Vocational Aspects*. Prentice-Hall, Inc., New York, 1943. 482 pages.

"The authors have attempted to present an integrated study of the historical background, philosophical viewpoints, social responsibilities, vocational requirements, and specialized techniques of the modern media of communication included within journalism." From the striking initial sentence "Youth today has a rendezvous with destiny, not a bivouac with chaos," to the final carefully chosen and annotated list of 100 books for the journalist's bookshelf, the authors succeed suprisingly well in achieving this ambitious statement of purposes. The frequent historical sections give a particularly desirable background too often entirely lacking in

books on modern journalism. The student journalist or the young man or woman thinking of making journalism a profession will find this volume most valuable and challenging. Author Campbell has been especially interested in journalism in junior colleges, and has contributed several articles on various phases of the subject to the *Junior College Journal*.

MARY F. HORKHEIMER and JOHN W. DIFFOR, *Educators Guide to Free Films*. (Third edition). Educators Progress League, Randolph, Wisconsin, 1943. 169 pages.

This third edition of this valuable reference work, completely revised, maintains the high standards set by the two previous editions. A total of 2,056 films are listed, with informing annotations concerning each. Silent and sound films as well as film slides are differentiated. Two extensive indexes, source and title, add greatly to the usefulness and convenience of the volume. Any junior college equipped for motion picture work, either with 16 mm. or 35 mm. film, will find this extensive list exceedingly useful and helpful.

"Shall I send my child to college? Shall I let him go to work right after he graduates from high school? If he goes to work, what will happen to him in a few years, untrained as he is?" More and more parents are asking these questions today. They are seeking the answer. To them I say, "Give thought to the approved junior college for your son or daughter." It gives excellent training, it grants the A.S. or A.A. degree, it completes a definite unit of education in two years, and it prepares for a vocation or profession and thus for security.—Mrs. M. W. S. Beach, in *Connecticut Circle*.

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